Eureka Math™
Grade 2, Module 5

Student File_A
Contains copy-ready classwork and homework as well as templates (including cut outs)
1. Complete each more or less statement.
   a. 10 more than 175 is _______.
   b. 100 more than 175 is _______.
   c. 10 less than 175 is _______.
   d. 100 less than 175 is _______.
   e. 319 is 10 more than _______.
   f. 499 is 100 less than _______.
   g. _______ is 100 less than 888.
   h. _______ is 10 more than 493.
   i. 898 is _______ than 998.
   j. 607 is _______ than 597.
   k. 10 more than 309 is _______.
   l. 309 is _______ than 319.

2. Complete each regular number pattern.
   a. 170, 180, 190, _______, _______, _______
   b. 420, 410, 400, _______, _______, _______
   c. 789, 689, _______, _______, _______, 289
   d. 565, 575, _______, _______, _______, 615
   e. 724, _______, _______, _______, 684, 674
   f. _______, _______, _______, 886, 876, 866
3. Complete each statement.
   a. \[389 \xrightarrow{+10} \_\_\_ \xrightarrow{+100} \_\_\_\]    b. \[187 \xrightarrow{-100} \_\_\_ \xrightarrow{-10} \_\_\_\]
   c. \[609 \xrightarrow{-10} \_\_\_ \xrightarrow{-10} \_\_\_ \xrightarrow{+10} \_\_\_ \xrightarrow{+\_} \_\_\_\_ \xrightarrow{519}\]
   d. \[512 \xrightarrow{-10} \_\_\_ \xrightarrow{-10} \_\_\_ \xrightarrow{+100} \_\_\_ \xrightarrow{+100} \_\_\_ \xrightarrow{+10} \_\_\_\_\]

4. Solve using the arrow way.
   a. \[210 + 130 = \_\_\_\_\_\_\_\_\_\]
   
   b. \[320 + \_\_\_\_\_\_\_\_\_\_\_ = 400\]
   
   c. \[\_\_\_\_\_\_\_\_\_\_ + 515 = 735\]
1. Complete each more or less statement.
   a. 10 more than 222 is _______.  
   b. 100 more than 222 is _______.
   c. 10 less than 222 is _______.  
   d. 100 less than 222 is _______.
   e. 515 is 10 more than _______.  
   f. 299 is 100 less than _______.
   g. _______ is 100 less than 345.  
   h. _______ is 10 more than 397.
   i. 898 is ___________ than 998.  
   j. 607 is ___________ than 597.
   k. 10 more than 309 is _______.  
   l. 309 is ___________ than 319.

2. Complete each regular number pattern.
   a. 280, 290, _______, _______, _______, 330
   b. 530, 520, 510, _______, _______, _______
   c. 643, 543, _______, _______, _______, 143
   d. 681, 691, _______, _______, _______, 731
   e. 427, _______, _______, _______, 387, 377
   f. _______, _______, _______, 788, 778, 768
3. Complete each statement.
   a. \(235 \overset{+10}{\longrightarrow} \ldots \overset{+100}{\longrightarrow} \ldots\)
   b. \(391 \overset{-100}{\longrightarrow} \ldots \overset{-10}{\longrightarrow} \ldots\)
   c. \(417 \overset{-10}{\longrightarrow} \ldots \overset{-100}{\longrightarrow} \ldots \rightarrow 297\)
   d. \(311 \overset{-10}{\longrightarrow} \ldots \overset{-10}{\longrightarrow} \overset{+100}{\longrightarrow} \ldots \overset{+100}{\longrightarrow} \ldots \overset{+10}{\longrightarrow} \ldots\)

4. Solve using the arrow way.
   a. \(370 + 110 = \ldots\)

   b. \(290 + \ldots = 400\)

   c. \(\ldots + 710 = 850\)
### Lesson 1

Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

<table>
<thead>
<tr>
<th>hundreds place value chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>ones</td>
</tr>
<tr>
<td>tens</td>
</tr>
<tr>
<td>hundreds</td>
</tr>
</tbody>
</table>
Lesson 1:
Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

unlabeled hundreds place value chart
Lesson 2 Problem Set

1. Solve each addition problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

   a. 2 hundreds 4 tens + 3 hundreds = _____ hundreds _____ tens
      
      \[240 + 300 = _____\]

   b. 340 + 300 = _____  140 + 500 = _____  200 + 440 = _____

   c. 400 + 374 = _____  274 + 500 = _____  700 + 236 = _____

   d. 571 + _____ = 871  _____ + 349 = 749  96 + _____ = 696

   e. _____ + 562 = 862  300 + _____ = 783  600 + _____ = 726

2. Solve each subtraction problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

   a. 6 hundreds 2 ones – 4 hundreds = _____ hundreds _____ tens _____ ones
      
      \[602 - 400 = _____\]

   b. 640 – 200 = _____  650 – 300 = _____  750 – _____ = 350

   c. 462 – 200 = _____  667 – 500 = _____  731 – 400 = _____

   d. 431 – _____ = 131  985 – _____ = 585  768 – _____ = 68

   e. _____ – 200 = 662  _____ – 300 = 653  734 – _____ = 234
3. Fill in the blanks to make true number sentences. Use place value strategies, number bonds, or the arrow way to solve.

a. 200 more than 389 is __________.

b. 300 more than ______________ is 568.

c. 400 less than 867 is __________.

d. __________ less than 962 is 262.

4. Jessica’s lemon tree had 526 lemons. She gave away 300 lemons. How many does she have left? Use the arrow way to solve.
Lesson 2 Homework

Name ___________________________________________ Date _______________

1. Solve each addition problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

a. 4 hundreds 5 tens + 2 hundreds = ______ hundreds _____ tens

   450 + 200 = ______

b. 220 + 300 = ______ 230 + 500 = ______ 200 + 440 = ______

c. 400 + 368 = ______ 386 + 500 = ______ 700 + 239 = ______

d. 119 + _____ = 519 _____ + 272 = 872 62 + _____ = 562

2. Solve each subtraction problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

a. 5 hundreds 8 ones – 3 hundreds = _____ hundreds _____ tens _____ ones

   508 – 300 = ______

b. 430 – 200 = ______ 550 – 300 = ______ 860 – _____ = 360

c. 628 – 200 = ______ 718 – 500 = ______ 836 – 400 = ______

d. 553 – _____ = 153 981 – _____ = 381 827 – _____ = 27
3. Fill in the blanks to make true number sentences. Use place value strategies, number bonds, or the arrow way to solve.

a. 300 more than 215 is __________.

b. 300 more than __________ is 668.

c. 500 less than 980 is __________.

d. __________ less than 987 is 487.

e. 600 __________ than 871 is 271.

f. 400 __________ than 444 is 844.
1. Solve each set of problems using the arrow way.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>380 + 200</td>
<td>380 + 220</td>
<td>380 + 230</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>470 + 400</td>
<td>470 + 430</td>
<td>470 + 450</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>650 + 200</td>
<td>650 + 250</td>
<td>650 + 280</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>430 + 300</td>
<td>430 + 370</td>
<td>430 + 390</td>
</tr>
</tbody>
</table>
2. Solve using the arrow way or mental math. Use scrap paper if needed.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. 490 + 200 = _____</td>
<td>210 + 490 = _____</td>
<td>490 + 220 = _____</td>
</tr>
<tr>
<td>b. 230 + 700 = _____</td>
<td>230 + 710 = _____</td>
<td>730 + 230 = _____</td>
</tr>
<tr>
<td>c. 260 + 240 = _____</td>
<td>260 + 260 = _____</td>
<td>280 + 260 = _____</td>
</tr>
<tr>
<td>d. 160 + 150 = _____</td>
<td>370 + 280 = _____</td>
<td>380 + 450 = _____</td>
</tr>
<tr>
<td>e. 430 + 290 = _____</td>
<td>660 + 180 = _____</td>
<td>370 + 270 = _____</td>
</tr>
</tbody>
</table>

3. Solve.

a. 66 tens + 20 tens = _______ tens

b. 66 tens + 24 tens = _______ tens

c. 66 tens + 27 tens = _______ tens

d. 67 tens + 28 tens = _______ tens

e. What is the value of 86 tens? _______
Name ___________________________ Date ______________

1. Solve each set of problems using the arrow way.

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<tr>
<th>Set</th>
<th>Problem 1</th>
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<th>Problem 3</th>
<th>Problem 4</th>
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<tbody>
<tr>
<td>a.</td>
<td>260 + 200</td>
<td>260 + 240</td>
<td>260 + 250</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>320 + 400</td>
<td>320 + 480</td>
<td>320 + 490</td>
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</tr>
<tr>
<td>c.</td>
<td>550 + 200</td>
<td>550 + 250</td>
<td>550 + 270</td>
<td></td>
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<tr>
<td>d.</td>
<td>230 + 400</td>
<td>230 + 470</td>
<td>230 + 490</td>
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</tbody>
</table>
Lesson 3 Homework 2•5

2. Solve using the arrow way or mental math. Use scrap paper if needed.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. 320 + 200 =   280 + 320 =   290 + 320 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 130 + 500 =   130 + 560 =   130 + 580 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 360 + 240 =   350 + 270 =   380 + 230 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. 260 + 250 =   270 + 280 =   280 + 250 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. 440 + 280 =   660 + 160 =   770 + 150 =</td>
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</tbody>
</table>

3. Solve.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. 34 tens + 20 tens =   tens   b. 34 tens + 26 tens =   tens</td>
<td></td>
</tr>
<tr>
<td>c. 34 tens + 27 tens =   tens   d. 34 tens + 28 tens =   tens</td>
<td></td>
</tr>
<tr>
<td>e. What is the value of 62 tens?</td>
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</tr>
</tbody>
</table>

Lesson 3: Add multiples of 100 and some tens within 1,000.
Lesson 4: Subtract multiples of 100 and some tens within 1,000.

Name __________________________ Date ____________

1. Solve using the arrow way.

   a.  
      \[570 - 200\]
      \[570 - 270\]
      \[570 - 290\]

   b.  
      \[760 - 400\]
      \[760 - 460\]
      \[760 - 480\]

   c.  
      \[950 - 500\]
      \[950 - 550\]
      \[950 - 580\]

   d.  
      \[820 - 320\]
      \[820 - 360\]
      \[820 - 390\]
2. Solve using the arrow way or mental math. Use scrap paper if needed.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>530 − 400 = _______</td>
<td>530 − 430 = _______</td>
</tr>
<tr>
<td>b.</td>
<td>950 − 550 = _______</td>
<td>950 − 660 = _______</td>
</tr>
<tr>
<td>c.</td>
<td>640 − 240 = _______</td>
<td>640 − 250 = _______</td>
</tr>
<tr>
<td>d.</td>
<td>740 − 440 = _______</td>
<td>740 − 650 = _______</td>
</tr>
</tbody>
</table>

3. Solve.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>88 tens − 20 tens = _______</td>
</tr>
<tr>
<td>b.</td>
<td>88 tens − 28 tens = _______</td>
</tr>
<tr>
<td>c.</td>
<td>88 tens − 29 tens = _______</td>
</tr>
<tr>
<td>d.</td>
<td>84 tens − 28 tens = _______</td>
</tr>
<tr>
<td>e.</td>
<td>What is the value of 60 tens? ________________</td>
</tr>
<tr>
<td>f.</td>
<td>What is the value of 56 tens? ________________</td>
</tr>
</tbody>
</table>
Lesson 4: Subtract multiples of 100 and some tens within 1,000.

1. Solve using the arrow way.

a.
- $430 - 200$
- $430 - 230$
- $430 - 240$

b.
- $570 - 300$
- $570 - 370$
- $570 - 390$

c.
- $750 - 400$
- $750 - 450$
- $750 - 480$

d.
- $940 - 330$
- $940 - 360$
- $940 - 480$
2. Solve using the arrow way or mental math. Use scrap paper if needed.

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>440 – 240 = _______</td>
<td>440 – 260 = _______</td>
<td>440 – 290 = _______</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>860 – 560 = _______</td>
<td>860 – 570 = _______</td>
<td>860 – 590 = _______</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>970 – 470 = _______</td>
<td>970 – 480 = _______</td>
<td>970 – 490 = _______</td>
</tr>
</tbody>
</table>

3. Solve.
   a. 66 tens – 30 tens = _________
   b. 66 tens – 36 tens = _________
   c. 66 tens – 38 tens = _________
   d. 67 tens – 39 tens = _________
   e. What is the value of 28 tens? _________________________
   f. What is the value of 36 tens? _________________________
Lesson 5 Problem Set

Name ___________________________________________  Date ______________

1. Solve.
   a. 30 tens = ____________  
   b. 43 tens = ____________
   c. 18 tens + 12 tens = ______ tens  
   d. 18 tens + 13 tens = ______ tens
   e. 24 tens + 19 tens = ______ tens  
   f. 25 tens + 29 tens = ______ tens

2. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.
   a. 190 + 130
      \[\begin{array}{c}
      \text{10} \\
      \hline
      \text{120}
      \end{array}\]
      \[200 + 120 = \__________\]
   b. 260 + 190
      \[\text{__________} = \__________\]
   c. 330 + 180
      \[\text{__________} = \__________\]
Lesson 5: Use the associative property to make a hundred in one addend.

d. 440 + 280

_____________ = __________

e. 199 + 86

_____________ = __________

f. 298 + 57

_____________ = __________

g. 425 + 397

_____________ = __________
Lesson 5 Homework 2.5

Name __________________________________ Date _______________

1. Solve.
   a. 32 tens = ___________
   b. 52 tens = ___________
   c. 19 tens + 11 tens = _______ tens
   d. 19 tens + 13 tens = _______ tens
   e. 28 tens + 23 tens = _______ tens
   f. 28 tens + 24 tens = _______ tens

2. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.
   a. 90 + 180
      \[
      \begin{array}{c}
      \text{10} \\
      \text{170}
      \end{array}
      \]
      \[
      100 + 170 = \underline{\hspace{2cm}}
      \]
   b. 190 + 460
      
      \[
      \underline{\hspace{2cm}} = \underline{\hspace{2cm}}
      \]
c. \( 540 + 280 \)

\[
\underline{\hspace{2cm}} = \underline{\hspace{2cm}}
\]

d. \( 380 + 430 \)

\[
\underline{\hspace{2cm}} = \underline{\hspace{2cm}}
\]

e. \( 99 + 141 \)

\[
\underline{\hspace{2cm}} = \underline{\hspace{2cm}}
\]

f. \( 75 + 299 \)

\[
\underline{\hspace{2cm}} = \underline{\hspace{2cm}}
\]

g. \( 795 + 156 \)

\[
\underline{\hspace{2cm}} = \underline{\hspace{2cm}}
\]
Lesson 6: Use the associative property to subtract from three-digit numbers and verify solutions with addition.

Name ___________________________ Date ________________

1. Draw and label a tape diagram to show how to simplify the problem. Write the new equation, and then subtract.

   a. \(220 - 190 = \underline{230 - 200} = \underline{\phantom{0}}\)

      \[
      \begin{array}{c}
      + 10 \quad 220 \\
      + 10 \quad 190 \\
      \end{array}
      \]

   b. \(320 - 190 = \underline{\phantom{0}} = \underline{\phantom{0}}\)

   c. \(400 - 280 = \underline{\phantom{0}} = \underline{\phantom{0}}\)

   d. \(470 - 280 = \underline{\phantom{0}} = \underline{\phantom{0}}\)

   e. \(530 - 270 = \underline{\phantom{0}} = \underline{\phantom{0}}\)
2. Draw and label a tape diagram to show how to simplify the problem. Write a new equation, and then subtract. Check your work using addition.

a. $451 - 199 = \underline{452 - 200} = \underline{252}$

Check:

\[ +1 \quad 451 \]
\[ +1 \quad 199 \]

b. $562 - 299 = \underline{562 - 300} = \underline{263}$

Check:

c. $432 - 298 = \underline{432 - 300} = \underline{134}$

Check:

d. $612 - 295 = \underline{612 - 300} = \underline{317}$

Check:
1. Draw and label a tape diagram to show how to simplify the problem. Write the new equation, and then subtract.

   a. $340 - 190 = \quad 350 - 200 = \quad$

   + 10 340

   + 10 190

   b. $420 - 190 = \quad \quad = \quad$

   c. $500 - 280 = \quad \quad = \quad$

   d. $650 - 280 = \quad \quad = \quad$

   e. $740 - 270 = \quad \quad = \quad$
2. Draw and label a tape diagram to show how to simplify the problem. Write a new equation, and then subtract. Check your work using addition.

a. $236 - 99 = \underline{237} - 100 = \underline{137}$

Check:

<table>
<thead>
<tr>
<th>236</th>
<th>+1</th>
</tr>
</thead>
<tbody>
<tr>
<td>237</td>
<td></td>
</tr>
<tr>
<td>237</td>
<td>+1</td>
</tr>
<tr>
<td>238</td>
<td></td>
</tr>
</tbody>
</table>

b. $372 - 199 = \underline{372} - 200 = \underline{173}$

Check:

c. $442 - 298 = \underline{442} - 300 = \underline{144}$

Check:

d. $718 - 390 = \underline{718} - 400 = \underline{318}$

Check:
1. Circle the student work that shows a correct solution to 543 + 290.

<table>
<thead>
<tr>
<th>Incorrect Solution 1</th>
<th>Correct Solution 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>543 + 290 = 533 + 300 = 833</td>
<td>543 + 290 = 553 + 300 = 853</td>
</tr>
<tr>
<td>533 10</td>
<td>543 300</td>
</tr>
<tr>
<td>543 290</td>
<td>543 +200</td>
</tr>
<tr>
<td>743 +60</td>
<td>803 +30</td>
</tr>
<tr>
<td>833</td>
<td></td>
</tr>
</tbody>
</table>

Explain the mistake in any of the incorrect solutions.

_______________________________
_______________________________
_______________________________
_______________________________
_______________________________

2. Circle the student work that correctly shows a strategy to solve 721 - 490.

<table>
<thead>
<tr>
<th>Incorrect Solution 1</th>
<th>Correct Solution 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>721 - 490 = 711 - 500 = 211</td>
<td>721 +10</td>
</tr>
<tr>
<td>711 10</td>
<td>731 -500 = 231</td>
</tr>
</tbody>
</table>

Fix the work that is incorrect by making a new drawing in the space below with a matching number sentence.
3. Two students solved $636 + 294$ using two different strategies.

\[
\begin{align*}
636 & \rightarrow 640 \rightarrow 700 \rightarrow 730 \rightarrow 930 \\
636 + 294 &= 630 + 300 = 930 \\
630 & \wedge 6
\end{align*}
\]

Explain which strategy would be easier to use when solving and why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. Circle one of the strategies below, and use the circled strategy to solve $290 + 374$.

a. \textit{arrow way / number bond}

b. Solve:

\[
\text{\underline{arrow way / number bond}}
\]

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

c. Explain why you chose that strategy.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Lesson 7: Share and critique solution strategies for varied addition and subtraction problems within 1,000

Name ________________________________ Date ______________

1. Solve each problem with a written strategy such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

   a. \(370 + 300 = \) _____
   
   b. _____ = \(562 - 200\)
   
   c. _____ + 500 = 812

   d. \(230 - 190 = \) _____
   
   e. _____ = \(640 - 180\)
   
   f. \(450 - 290 = \) _____

2. Use the arrow way to complete the number sentences.

   a. \(420 - 230 = \) _____
   
   b. \(340 - 160 = \) _______
   
   c. \(710 - 350 = \) _______

a. 

b. 

c. Explain which strategy is easier to use when solving and why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Circle one of the strategies below, and use the circled strategy to solve $199 + 478$. 

a. 

b. Solve: 

   arrow way / number bond

   

c. Explain why you chose that strategy.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 7: Share and critique solution strategies for varied addition and subtraction problems within 1,000

### Student Work Samples

#### Student A

\[ 697 + 223 = 920 \]

#### Student B

\[ 697 \rightarrow 700 \rightarrow 900 \rightarrow 920 \]

#### Student C

\[ 864 - 380 = 484 \]

\[ 844 - 400 = 444 \]

#### Student D

\[ 864 + 20 = 884 \]

\[ 380 + 20 = 400 \]

\[ 884 - 400 = 484 \]
1. Solve the following problems using your place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

   a. 301 + 49
   b. 402 + 48
   c. 315 + 93
   d. 216 + 192
   e. 545 + 346
   f. 565 + 226
   g. 222 + 687
   h. 164 + 745
Lesson 8: Relate manipulative representations to the addition algorithm.

2. Solve.
   
   a. $300 + 200 = \underline{500}$
   
   b. $320 + 200 = \underline{520}$
   
   c. $320 + 230 = \underline{550}$
   
   d. $320 + 280 = \underline{600}$
   
   e. $328 + 286 = \underline{614}$
   
   f. $600 + 80 = \underline{680}$
   
   g. $600 + 180 = \underline{780}$
   
   h. $620 + 180 = \underline{800}$
   
   i. $680 + 220 = \underline{900}$
   
   j. $680 + 230 = \underline{910}$
## Lesson 8 Homework 2-5

Name ___________________________ Date ________________

1. Solve the following problems using your place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. 505 + 75</td>
<td>b. 606 + 84</td>
</tr>
<tr>
<td>c. 293 + 114</td>
<td>d. 314 + 495</td>
</tr>
<tr>
<td>e. 364 + 326</td>
<td>f. 346 + 234</td>
</tr>
<tr>
<td>g. 384 + 225</td>
<td>h. 609 + 351</td>
</tr>
</tbody>
</table>
2. Solve.
   a. $200 + 400 = _____$
   b. $220 + 400 = _____$
   c. $220 + 440 = _____$
   d. $220 + 480 = _____$
   e. $225 + 485 = _____$
   f. $500 + 60 = _____$
   g. $500 + 160 = _____$
   h. $540 + 160 = _____$
   i. $560 + 240 = _____$
   j. $560 + 250 = _____$
1. Solve the following problems using place value disks, a place value chart, and vertical form.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. $417 + 293$</td>
<td>b. $526 + 185$</td>
</tr>
<tr>
<td>c. $338 + 273$</td>
<td>d. $625 + 186$</td>
</tr>
<tr>
<td>e. $250 + 530$</td>
<td>f. $243 + 537$</td>
</tr>
<tr>
<td>g. $376 + 624$</td>
<td>h. $283 + 657$</td>
</tr>
</tbody>
</table>
2. Solve.
   a. $270 + 430 = _____$
   b. $260 + 440 = _____$
   c. $255 + 445 = _____$
   d. $258 + 443 = _____$
   e. $408 + 303 = _____$
   f. $478 + 303 = _____$
   g. $478 + 323 = _____$
1. Solve the following problems using a place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. 205 + 345</td>
<td>b. 365 + 406</td>
</tr>
<tr>
<td>c. 446 + 334</td>
<td>d. 466 + 226</td>
</tr>
<tr>
<td>e. 537 + 243</td>
<td>f. 358 + 443</td>
</tr>
<tr>
<td>g. 753 + 157</td>
<td>h. 663 + 258</td>
</tr>
</tbody>
</table>
2. Solve.
   a. 180 + 420 = _____
   b. 190 + 430 = _____
   c. 364 + 236 = _____
   d. 275 + 435 = _____
   e. 404 + 206 = _____
   f. 440 + 260 = _____
   g. 444 + 266 = _____
Lesson 10 Problem Set 2.5

Name ____________________________ Date ______________

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

   | hundreds | tens | ones |
   --- | --- | --- | --- |
   a. 117 + 170 = _______

   | hundreds | tens | ones |
   --- | --- | --- | --- |
   b. 217 + 173 = _______

   | hundreds | tens | ones |
   --- | --- | --- | --- |
   c. 371 + 133 = _______

A STORY OF UNITS

Lesson 10: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

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Lesson 10 Problem Set

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.
   a. \[ 546 + 192 = \] 
   b. \[ 546 + 275 = \] 

d. \[ 504 + 269 = \]
1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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<tbody>
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</table>

\[
an. \quad 124 + 260 =______
\]

<table>
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<th>hundreds</th>
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</table>

\[
b. \quad 426 + 324 =______
\]

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<th>hundreds</th>
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</tbody>
</table>

\[
c. \quad 362 + 243 =______
\]
Lesson 10: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.
   a. $372 + 118 = \underline{\hspace{2cm}}$
   b. $248 + 233 = \underline{\hspace{2cm}}$

d. $606 + 294 = \underline{\hspace{2cm}}$
1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

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<thead>
<tr>
<th>hundreds</th>
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<tbody>
<tr>
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<tr>
<td>a. 227 + 183 = ______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 424 + 288 = ______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 638 + 298 = ______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 11: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Lesson 11 Problem Set

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.
   a. $307 + 187$
   b. $398 + 207$
   d. $648 + 289 = \underline{\phantom{000}}$

hundreds | tens | ones
---------|------|------

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EUREKA MATH™
G2-M5-SE-1.3.0-08.2015
1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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<tbody>
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<tr>
<td>a. 167 + 224 = ______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 518 + 245 = ______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
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</tr>
<tr>
<td>c. 482 + 369 = ______</td>
<td></td>
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</tbody>
</table>
Lesson 11: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Lesson 11 Homework

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.
   a. $456 + 378$

   b. $187 + 567$

   d. $638 + 298 = _______ $
Name __________________________ Date __________

1. Tracy solved the problem 299 + 399 four different ways.

```
299 + 399 = 698
```

Explain which strategy is most efficient for Tracy to use and why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### Lesson 12: Problem Set

2. **Choose the best strategy and solve.** Explain why you chose that strategy.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. 221 + 498</td>
<td>Explanation:</td>
<td></td>
</tr>
<tr>
<td>b. 467 + 200</td>
<td>Explanation:</td>
<td></td>
</tr>
<tr>
<td>c. 378 + 464</td>
<td>Explanation:</td>
<td></td>
</tr>
</tbody>
</table>
1. Solve $435 + 290$ using two different strategies.

   a. 

   b. 

   c. Explain which strategy would be easier and why.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
2. Choose the best strategy and solve. Explain why you chose that strategy.

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. 299 + 458</strong></td>
<td><strong>Explanation:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b. 733 + 210</strong></td>
<td><strong>Explanation:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c. 295 + 466</strong></td>
<td><strong>Explanation:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________ Date __________

1. Solve using mental math.
   a. $8 - 6 = \underline{\hspace{1cm}}$ $80 - 60 = \underline{\hspace{1cm}}$ $180 - 60 = \underline{\hspace{1cm}}$ $180 - 59 = \underline{\hspace{1cm}}$

   b. $6 - 3 = \underline{\hspace{1cm}}$ $60 - 30 = \underline{\hspace{1cm}}$ $760 - 30 = \underline{\hspace{1cm}}$ $760 - 28 = \underline{\hspace{1cm}}$

2. Solve using mental math or vertical form with place value disks. Check your work using addition.
   a. $138 - 17 = \underline{121}$
      
   b. $138 - 19 = \underline{\hspace{1cm}}$
      
   c. $445 - 35 = \underline{\hspace{1cm}}$
   d. $445 - 53 = \underline{\hspace{1cm}}$
Lesson 13: Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works.

e. $863 - 170 = \underline{_____}$

f. $845 - 152 = \underline{_____}$

g. $472 - 228 = \underline{_____}$

h. $418 - 274 = \underline{_____}$
i. $567 - 184 = \underline{_____}$

j. $567 - 148 = \underline{_____}$
1. Solve using mental math.
   a. $9 - 5 = \underline{\hspace{1cm}}$  
      $90 - 50 = \underline{\hspace{1cm}}$  
      $190 - 50 = \underline{\hspace{1cm}}$  
      $190 - 49 = \underline{\hspace{1cm}}$
   
   b. $7 - 4 = \underline{\hspace{1cm}}$  
      $70 - 40 = \underline{\hspace{1cm}}$  
      $370 - 40 = \underline{\hspace{1cm}}$  
      $370 - 39 = \underline{\hspace{1cm}}$

2. Solve using mental math or vertical form with place value disks. Check your work using addition.
   a. $153 - 31 = \underline{122\hspace{1cm}}$
   b. $153 - 38 = \underline{\hspace{1cm}}$

   \[
   \begin{array}{ccc}
   & 153 & \\
   - & 31 & \\
   \hline
   & 122 & \\
   + & 31 & \\
   \hline
   & 153 & \\
   \end{array}
   \]

   c. $362 - 49 = \underline{\hspace{1cm}}$
   d. $485 - 177 = \underline{\hspace{1cm}}$

Lesson 13: Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works.
Lesson 13 Homework

2.5

e. $753 - 290 = \underline{463}$

f. $567 - 290 = \underline{277}$

g. $873 - 428 = \underline{445}$

h. $817 - 565 = \underline{252}$

i. $973 - 681 = \underline{292}$

j. $748 - 239 = \underline{509}$

3. Complete the number sentence modeled by place value disks.

$$\underline{\phantom{100}} - \underline{\phantom{100}} = 215$$
1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. 469 – 170</td>
<td>Solve vertically or mentally:</td>
<td>Check:</td>
</tr>
<tr>
<td>b. 531 – 224</td>
<td>Solve vertically or mentally:</td>
<td>Check:</td>
</tr>
<tr>
<td>c. 618 – 229</td>
<td>Solve vertically or mentally:</td>
<td>Check:</td>
</tr>
</tbody>
</table>
Lesson 14:
Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

Lesson 14 Problem Set

2. If $561 - 387 = 174$, then $174 + 387 = 561$. Explain why this statement is true using numbers, pictures, or words.

<table>
<thead>
<tr>
<th></th>
<th>Solve vertically or mentally:</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. $838 - 384$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. $927 - 628$</td>
<td></td>
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</tr>
</tbody>
</table>

Check:
1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

<table>
<thead>
<tr>
<th></th>
<th>Solve vertically or mentally:</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 373 − 180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 463 − 357</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 723 − 584</td>
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</tr>
</tbody>
</table>
Lesson 14 Homework

<table>
<thead>
<tr>
<th></th>
<th>Solve vertically or mentally:</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. 861 – 673</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. 898 – 889</td>
<td></td>
<td></td>
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</tbody>
</table>

2. If 544 + 366 = 910, then 910 – 544 = 366. Explain why this statement is true using numbers, pictures, or words.
Lesson 15 Problem Set 2.5

Name ___________________________ Date ______________

1. Solve by drawing chips on the place value chart. Then, use addition to check your work.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solve vertically or mentally:</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 699 − 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 758 − 387</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 788 − 299</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Solve by drawing chips on the place value chart.

- a. 699 − 210
- b. 758 − 387
- c. 788 − 299

Then, use addition to check your work.

Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.
Lesson 15: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

Lesson 15 Problem Set

<table>
<thead>
<tr>
<th>d. 821 – 523</th>
<th>Solve vertically or mentally:</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>hundreds</td>
<td>tens</td>
<td>ones</td>
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<table>
<thead>
<tr>
<th>e. 913 – 558</th>
<th>Solve vertically or mentally:</th>
<th>Check:</th>
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<tbody>
<tr>
<td>hundreds</td>
<td>tens</td>
<td>ones</td>
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2. Complete all of the if...then statements. Draw a number bond to represent the related facts.
   a. If 762 – ________ = 173, then 173 + 589 = ________.

   b. If 631 – ________ = 273, then ________ + 273 = 631.
1. Solve by drawing chips on the place value chart. Then, use addition to check your work.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a. 800 – 675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 742 – 495</td>
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<tr>
<td>c. 657 – 290</td>
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</tbody>
</table>

Solve vertically or mentally:

Check:
### Lesson 15 Homework

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#### d. 877 – 398

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Solve vertically or mentally:

Check:

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#### e. 941 – 628

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<th>ones</th>
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Solve vertically or mentally:

Check:

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</table>

2. **Complete all of the if...then statements.** Draw a number bond to represent the related facts.

   a. If 928 – ________ = 519, then 519 + 409 = ________.

   b. If 764 – ________ = 391, then ________ + 391 = 764.
Lesson 16 Problem Set

Name _____________________________ Date ______________

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

   a. $304 - 53 = \underline{\phantom{000}}$
      
      | hundreds | tens | ones |
      |----------|------|------|

   b. $406 - 187 = \underline{\phantom{000}}$
      
      | hundreds | tens | ones |
      |----------|------|------|

   c. $501 - 316 = \underline{\phantom{000}}$
      
      | hundreds | tens | ones |
      |----------|------|------|
Lesson 16: Subtract from multiples of 100 and from numbers with zero in the tens place.

2. Emily said that 400 – 247 is the same as 399 – 246. Write an explanation using pictures, numbers, or words to prove Emily is correct.

d. \(700 - 509 = \) ___________

\[\begin{array}{ccc}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
\end{array}\]

e. \(900 - 626 = \) ___________

\[\begin{array}{ccc}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
\end{array}\]
Lesson 16 Homework

1. Solve vertically or using mental math. Draw chips on the place value chart and bundle, if needed.

   a. 206 – 89 = ___________

   hundreds | tens | ones

   b. 509 – 371 = ___________

   hundreds | tens | ones

   c. 607 – 288 = ___________

   hundreds | tens | ones

Name ________________________________ Date ______________

Lesson 16: Subtract from multiples of 100 and from numbers with zero in the tens place.
d. 800 – 608 = __________

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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</table>

e. 900 – 572 = __________

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
</table>

2. Andy said that 599 – 456 is the same as 600 – 457. Write an explanation using pictures, numbers, or words to prove Andy is correct.
Lesson 17 Problem Set

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

   a. 200 - 113 = __________

   b. 400 - 247 = __________

   c. 700 - 428 = __________
Lesson 17: Subtract from multiples of 100 and from numbers with zero in the tens place.

2. Solve 600 – 367. Then, check your work using addition.

<table>
<thead>
<tr>
<th>Solution:</th>
<th>Check:</th>
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<tbody>
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</table>

Lesson 17 Problem Set

d. \(800 - 606 = \)_________  

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<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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</table>

e. \(901 - 404 = \)_________  

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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<tbody>
<tr>
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</tbody>
</table>
1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. \(200 - 123 = \) __________

b. \(400 - 219 = \) __________

c. \(700 - 542 = \) __________
d. \(800 - 409 = \) \underline{} \underline{} \underline{}

\[
\begin{array}{c|c|c}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
\end{array}
\]

e. \(905 - 606 = \) \underline{} \underline{} \underline{}

\[
\begin{array}{c|c|c}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
\end{array}
\]

2. Solve \(800 - 567\). Then, check your work using addition.

Solution:  

Check:
Lesson 18: Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

Lesson 18 Problem Set

Name ___________________________ Date ______________

1. Use the arrow way and counting on to solve.
   a. 300 – 247
   b. 600 – 465

2. Solve vertically, and draw a place value chart and chips. Rename in one step.
   a. 507 – 359
   b. 708 – 529

3. Choose a strategy to solve, and explain why you chose that strategy.
   a. 600 – 437
   Explanation:
Lesson 18 Problem Set

b. 808 – 597

Explanation:

4. Prove the student's strategy by solving both problems to check that their solutions are the same. Explain to your partner why this way works.

$$799 - 54\overline{2} = 80\overline{0} - 54\overline{2}$$

Now I don’t have to change for smaller units!

$$80\overline{0} - 54\overline{3} = 79\overline{9} - 54\overline{2}$$

5. Use the simplifying strategy from Problem 4 to solve the following two problems.

a. 600 – 547

b. 700 – 513
Lesson 18: Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

Name ___________________________ Date ______________

1. Use the arrow way and counting on to solve.
   a. 700 – 462
   b. 900 – 232

2. Solve vertically, and draw a place value chart and chips. Rename in one step.
   a. 907 – 467
   b. 803 – 667

3. Choose a strategy to solve, and explain why you chose that strategy.
   a. 700 – 390
   Explanation:
b. 919 – 657

Explanation:

4. Explain why 300 – 186 is the same as 299 – 185.

Explanation:

5. Solve 500 – 278 using the simplifying strategy from Problem 4.

Solution:
1. Explain how the two strategies to solve 500 – 211 are related.

   a. 
   b. 

   ________________________________  ________________________________

   ________________________________  ________________________________

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   ________________________________  ________________________________

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   ________________________________  ________________________________
2. Solve and explain why you chose that strategy.

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<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>220 + 390 = _____</td>
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<td>b.</td>
<td>547 − 350 = _______</td>
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<td>c.</td>
<td>464 + 146 = _______</td>
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<tr>
<td>d.</td>
<td>600 − 389 = _______</td>
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</table>
1. Solve and explain why you chose that strategy.

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<table>
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<tbody>
<tr>
<td>a. 340 + 250 = ______</td>
<td>Explanation:</td>
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<td>b. 490 + 350 = ______</td>
<td>Explanation:</td>
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<td>c. 519 + 342 = ______</td>
<td>Explanation:</td>
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Lesson 19: Choose and explain solution strategies and record with a written addition or subtraction method.

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<td><strong>d.</strong> 610 + _____ = 784</td>
<td><strong>Explanation:</strong></td>
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<td><strong>e.</strong> 700 − 456 = _____</td>
<td><strong>Explanation:</strong></td>
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<tr>
<td><strong>f.</strong> 904 − 395 = _____</td>
<td><strong>Explanation:</strong></td>
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</tbody>
</table>

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Lesson 20 Problem Set

Step 1: Show your strategy to solve.
Step 2: Find a classmate who used a different strategy, and copy his work into the box.
Step 3: Discuss which strategy is more efficient.

1. 399 + 237 = _________
   a. My strategy
   b. ________’s strategy

2. 400 – 298 = _________
   a. My strategy
   b. ________’s strategy
3. \[ 548 + 181 = \underline{\hspace{2cm}} \]
   a. My strategy
   b. \underline{\hspace{2cm}}’s strategy

4. \[ 360 + \underline{\hspace{2cm}} = 754 \]
   a. My strategy
   b. \underline{\hspace{2cm}}’s strategy

5. \[ 862 \underline{- \hspace{2cm}} = 690 \]
   a. My strategy
   b. \underline{\hspace{2cm}}’s strategy
Name ____________________________ Date _____________

Solve each problem using two different strategies.

1. 456 + 244 = __________
   
   a. First Strategy
   
   b. Second Strategy

2. 698 + ____ = 945
   
   a. First Strategy
   
   b. Second Strategy
Circle a strategy to solve, and explain why you chose that strategy.

3. 257 + 160 = 
   a. Arrow way or vertical form

   b. Solve: 
   c. Explanation: 
      ________________________________
      ________________________________
      ________________________________
      ________________________________
      ________________________________

4. 754 – 597 = 
   a. Number bond or arrow way

   b. Solve: 
   c. Explanation: 
      ________________________________
      ________________________________
      ________________________________
      ________________________________
      ________________________________