Eureka Math™
Grade 2, Module 4

Student File_A
Contains copy-ready classwork and homework as well as templates (including cut outs)
Lesson 1 Problem Set

Name ___________________________ Date ________________

1. Complete each more or less statement.
   a. 1 more than 66 is _______.
   b. 10 more than 66 is _______.
   c. 1 less than 66 is _______.
   d. 10 less than 66 is _______.
   e. 56 is 10 more than _______.
   f. 88 is 1 less than _______.
   g. _______ is 10 less than 67.
   h. _______ is 1 more than 72.
   i. 86 is ____________ than 96.
   j. 78 is ____________ than 79.

2. Circle the rule for each pattern.
   a. 34, 33, 32, 31, 30, 29
      1 less   1 more   10 less   10 more
   b. 53, 63, 73, 83, 93
      1 less   1 more   10 less   10 more

3. Complete each pattern.
   a. 37, 38, 39, _____, _____, _____
   b. 68, 58, 48, _____, _____, _____
   c. 51, 50, _____, _____, _____, 46
   d. 9, 19, _____, _____, _____, 59

Lesson 1: Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.
4. Complete each statement to show mental math using the arrow way.

   a. \( 39 \rightarrow \underline{\quad} \quad 56 \rightarrow \underline{\quad} \quad 42 \rightarrow \underline{\quad} \quad 80 \rightarrow \underline{\quad} \\

   b. \( 32 \rightarrow \underline{\quad} + \underline{\quad} + \quad 43 \quad 87 \rightarrow \underline{\quad} - \underline{\quad} \rightarrow \underline{\quad} \\

   c. \( 48 \rightarrow \underline{\quad} + \underline{\quad} + \quad 68 \rightarrow \underline{\quad} + \underline{\quad} + \quad \underline{\quad} \\

5. Complete each sequence.

   a. \( 45 \rightarrow \underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} \\

   b. \( 61 \rightarrow \underline{\quad} - \underline{\quad} - \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} - \underline{\quad} \\

6. Solve each word problem using the arrow way to record your mental math.

   a. Yesterday Isaiah made 39 favor bags for his party. Today he made 23 more. How many favor bags did he make for his party?

   b. There are 61 balloons. 12 blew away. How many are left?
1. Complete each more or less statement.
   a. 1 more than 37 is _______.
   b. 10 more than 37 is _______.
   c. 1 less than 37 is _______.
   d. 10 less than 37 is _______.
   e. 58 is 10 more than _______.
   f. 29 is 1 less than _______.
   g. _______ is 10 less than 45.
   h. _______ is 1 more than 38.
   i. 49 is ____________ than 50.
   j. 32 is ____________ than 22.

2. Complete each pattern and write the rule.
   a. 44, 45, _____, _____, 48
      Rule: ________________________________
   b. 44, _____, 24, _____, 4
      Rule: ________________________________
   c. 44, _____, _____, 74, 84
      Rule: ________________________________
   d. _____, 43, 42, _____, 40
      Rule: ________________________________
   e. _____, _____, 44, 34, _____
      Rule: ________________________________
   f. 41, _____, _____, 38, 37
      Rule: ________________________________
3. Label each statement as true or false.
   
   a. 1 more than 36 is the same as 1 less than 38. ______________
   
   b. 10 less than 47 is the same as 1 more than 35. ______________
   
   c. 10 less than 89 is the same as 1 less than 90. ______________
   
   d. 10 more than 41 is the same as 1 less than 43. ______________

4. Below is a chart of balloons at the county fair.

<table>
<thead>
<tr>
<th>Color of Balloons</th>
<th>Number of Balloons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>59</td>
</tr>
<tr>
<td>Yellow</td>
<td>61</td>
</tr>
<tr>
<td>Green</td>
<td>65</td>
</tr>
<tr>
<td>Blue</td>
<td></td>
</tr>
<tr>
<td>Pink</td>
<td></td>
</tr>
</tbody>
</table>

   a. Use the following to complete the chart and answer the question.
      - The fair has 1 more blue than red balloons.
      - There are 10 fewer pink than yellow balloons.

Are there more blue or pink balloons?

   b. If 1 red balloon pops and 10 red balloons fly away, how many red balloons are left? Use the arrow way to show your work.
Lesson 1: Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.

unlabeled tens place value chart
Name ______________________________ Date ______________

1. Solve using place value strategies. Use your personal white board to show the arrow way or number bonds, or just use mental math, and record your answers.
   a. 5 tens + 3 tens = ______ tens        2 tens + 7 tens = ______ tens
      50 + 30 = ____                       20 + 70 = ____
   b. 24 + 30 = ____                    50 + 24 = ____     14 + 50 = ____
   c. 20 + 37 = ____                    37 + 40 = ____     60 + 27 = ____
   d. 57 + ____ = 87                   ____ + 34 = 74     19 + ____ = 69
   e. ____ + 56 = 86                   38 + ____ = 78     12 + ____ = 72

2. Solve using place value strategies.
   a. 8 tens - 2 tens = ______ tens       7 tens - 3 tens = ______ tens
      80 - 20 = ____                       70 - 30 = ____
   b. 78 - 40 = ____                    56 - 30 = ____     88 - 50 = ____
   c. 84 - ____ = 24                   57 - ____ = 37     93 - ____ = 43
   d. 83 - ____ = 23                   54 - ____ = 34     91 - ____ = 41
3. Solve.
   a. $39 + \underline{\hspace{1cm}} = 69$
   b. $8 \text{ tens} 7 \text{ ones} - 3 \text{ tens} = \underline{\hspace{1cm}}$
   c. $\underline{\hspace{1cm}} + 5 \text{ tens} = 7 \text{ tens}$
   d. $\underline{\hspace{1cm}} + 5 \text{ tens} 6 \text{ ones} = 8 \text{ tens} 6 \text{ ones}$
   e. $48 \text{ ones} - 2 \text{ tens} = \underline{\hspace{1cm}} \text{ tens} \underline{\hspace{1cm}} \text{ ones}$

4. Mark had 78 puzzle pieces. He lost 30 pieces. How many pieces does Mark have left? Use the arrow way to show your simplifying strategy.
Name ___________________________________________ Date ________________

1. Solve using place value strategies. Use scrap paper to show the arrow way or number bonds, or just use mental math, and record your answers.

   a. 2 tens + 3 tens = _____ tens
      20 + 30 = _____
      2 tens 4 ones + 3 tens = ___ tens ___ ones
      24 + 30 = _____

   b. 5 tens + 4 tens = _____ tens
      50 + 40 = _____
      5 tens 9 ones + 4 tens = ___ tens ___ ones
      59 + 40 = _____

   c. 28 + 40 = _____  18 + 30 = _____  60 + 38 = _____

   d. 30 + 25 = _____  35 + 50 = _____  15 + 20 = _____

   e. 37 + _____ = 47  _____ + 27 = 57  17 + _____ = 87

   f. _____ + 22 = 62  29 + _____ = 79  11 + _____ = 91

2. Find each sum. Then use >, <, or = to compare.

   a. 23 + 40 _____ 20 + 33  d. 64 + 10 _____ 49 + 20
   b. 50 + 18 _____ 48 + 20  e. 70 + 21 _____ 18 + 80
   c. 19 + 60 _____ 39 + 30  f. 35 + 50 _____ 26 + 60
3. Solve using place value strategies.

<table>
<thead>
<tr>
<th>a. 6 tens − 2 tens = ___ tens</th>
<th>b. 8 tens − 5 tens = ___ tens</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 − 20 = _____</td>
<td>80 − 50 = _____</td>
</tr>
<tr>
<td>6 tens 3 ones − 3 tens = ___ tens ___ ones</td>
<td>8 tens 9 ones − 5 tens = ___ tens ___ ones</td>
</tr>
<tr>
<td>63 − 30 = ______</td>
<td>89 − 50 = ______</td>
</tr>
</tbody>
</table>

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<tr>
<th>c. 55 − 20 = ______</th>
<th>75 − 30 = ______</th>
<th>85 − 50 = ______</th>
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</thead>
<tbody>
<tr>
<td>72 − _____ = 22</td>
<td>49 − _____ = 19</td>
<td>88 − _____ = 28</td>
</tr>
</tbody>
</table>

c. 67 − _____ = 47 d. 71 − _____ = 51 e. 99 − _____ = 69

4. Complete each more than or less than statement.

a. 20 less than 58 is _______.  b. 36 more than 40 is _______.

a. 40 less than _____ is 28.  b. 50 more than _____ is 64.

5. There were 68 plates in the sink at the end of the day. There were 40 plates in the sink at the beginning of the day. How many plates were added throughout the day? Use the arrow way to show your simplifying strategy.
Lesson 3: Add and subtract multiples of 10 and some ones within 100.

Name ___________________________ Date ______________

1. Solve each using the arrow way.

   a. 
      \[38 + 20\]
      \[38 + 21\]
      \[38 + 19\]

   b. 
      \[47 + 40\]
      \[47 + 41\]
      \[47 + 39\]

   c. 
      \[34 - 10\]
      \[34 - 11\]
      \[34 - 9\]

   d. 
      \[45 - 20\]
      \[45 - 21\]
      \[45 - 19\]
2. Solve using the arrow way, number bonds, or mental math. Use scrap paper if needed.

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</thead>
<tbody>
<tr>
<td>a. 49 + 20 = ______</td>
<td>21 + 49 = ______</td>
<td>49 + 19 = ______</td>
<td></td>
</tr>
<tr>
<td>b. 23 + 70 = ______</td>
<td>23 + 71 = ______</td>
<td>69 + 23 = ______</td>
<td></td>
</tr>
<tr>
<td>c. 84 - 20 = ______</td>
<td>84 - 21 = ______</td>
<td>84 - 19 = ______</td>
<td></td>
</tr>
<tr>
<td>d. 94 - 41 = ______</td>
<td>94 - 39 = ______</td>
<td>94 - 37 = ______</td>
<td></td>
</tr>
<tr>
<td>e. 73 - 29 = ______</td>
<td>52 - 29 = ______</td>
<td>85 - 29 = ______</td>
<td></td>
</tr>
</tbody>
</table>

3. Jessie’s mom buys snacks for his classroom. She buys 22 apples, 19 oranges, and 49 strawberries. How many pieces of fruit does Jessie’s mom buy?
1. Solve using the arrow way. The first set is done for you.

<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
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<tr>
<td>67 + 20 = 87</td>
<td>67 + 20</td>
<td>87</td>
</tr>
<tr>
<td>67 + 21 = 88</td>
<td>67 + 20</td>
<td>87 + 1</td>
</tr>
<tr>
<td>67 + 19 = 86</td>
<td>67 + 20</td>
<td>87 - 1</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
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<tr>
<td>56 + 40 = 96</td>
<td>56 + 41</td>
<td></td>
</tr>
<tr>
<td>56 + 39 = 95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68 - 40 = 28</td>
<td>68 - 41</td>
<td></td>
</tr>
<tr>
<td>68 - 39 = 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87 - 50 = 37</td>
<td>87 - 51</td>
<td></td>
</tr>
<tr>
<td>87 - 49 = 38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Solve using the arrow way, number bonds, or mental math. Use scrap paper if needed.

<table>
<thead>
<tr>
<th></th>
<th>a. 48 - 20 = _____</th>
<th>b. 86 - 50 = _____</th>
<th>c. 37 + 40 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48 - 21 = _____</td>
<td>86 - 51 = _____</td>
<td>37 + 41 = _____</td>
</tr>
<tr>
<td></td>
<td>48 - 19 = _____</td>
<td>86 - 49 = _____</td>
<td>37 + 39 = _____</td>
</tr>
<tr>
<td>d.</td>
<td>62 + 30 = _____</td>
<td>e. 77 - 40 = _____</td>
<td>f. 28 + 50 = _____</td>
</tr>
<tr>
<td></td>
<td>62 + 31 = _____</td>
<td>77 - 41 = _____</td>
<td>28 + 51 = _____</td>
</tr>
<tr>
<td></td>
<td>62 + 29 = _____</td>
<td>77 - 39 = _____</td>
<td>28 + 49 = _____</td>
</tr>
</tbody>
</table>

3. Marcy had $84 in the bank. She took $39 out of her account. How much does she have in her account now?

4. Brian has 92 cm of rope. He cuts off a piece 49 cm long to tie a package.
   a. How much rope does Brian have left?
   b. To tie a different package, Brian needs another piece of rope that is 8 cm shorter than the piece he just cut. Does he have enough rope left?
Lesson 4: Add and subtract multiples of 10 and some ones within 100.

1. Solve. Draw and label a tape diagram to subtract tens. Write the new number sentence.
   a. 23 - 9 = 24 - 10 = _____

   \[ \begin{array}{c|c}
   \hline
   \text{23} & \\
   \hline
   \text{9} & \\
   \end{array} \]

   b. 32 - 19 = _____ = _____

   \[ \begin{array}{c|c}
   \hline
   \text{_____} & \\
   \hline
   \text{_____} & \\
   \end{array} \]

   c. 50 - 29 = _____ = _____

   d. 47 - 28 = _____ = _____
2. Solve. Draw and label a tape diagram to add tens. Write the new number sentence.
   a. \( 29 + 46 = 30 + 45 = \) \_

   \[
   \begin{array}{ccc}
   & 29 & 1 \\
   + & & 45 \\
   \end{array}
   \]

   b. \( 38 + 45 = \) \_

   c. \( 61 + 29 = \) \_

   d. \( 27 + 68 = \) \_

Lesson 4: Add and subtract multiples of 10 and some ones within 100.
Name ____________________________ Date ______________

1. Solve. Draw and label a tape diagram to subtract 10, 20, 30, 40, etc.
   a. 17 - 9 = 18 - 10 = ______

   + 1
   + 1

   17
   9

   10 ?

   b. 33 - 19 = ______ = ______

   c. 60 - 29 = ______ = ______

   d. 56 - 38 = ______ = ______
2. Solve. Draw a number bond to add 10, 20, 30, 40, etc.

   a. \(28 + 43 = 30 + 41 = \) 

   b. \(49 + 26 = \) 

   c. \(43 + 19 = \) 

   d. \(67 + 28 = \)

3. Kylie has 28 more oranges than Cynthia. Kylie has 63 oranges. How many oranges does Cynthia have? Draw a tape diagram or number bond to solve.
Name ____________________________________       Date ________________

Solve and show your strategy.

1. 39 books were on the top bookshelf. Marcy added 48 more books to the top shelf. How many books are on the top shelf now?

2. There are 53 regular pencils and some colored pencils in the bin. There are a total of 91 pencils in the bin. How many colored pencils are in the bin?
3. Henry solved 24 of his homework problems. There were 51 left to do. How many math problems were there on his homework sheet?

4. Matthew has 68 stickers. His brother has 29 fewer stickers.
   a. How many stickers does Matthew’s brother have?
   b. How many stickers do Matthew and his brother have altogether?
5. There are 47 photos in the blue album. The blue album has 32 more photos than the red album.
   
a. How many photos are in the red album?
   
   b. How many photos are in the red and blue albums altogether?

6. Kiera has 62 blocks, and Pete has 37 blocks. They give away 75 blocks. How many blocks do they have left?
Solve and show your strategy.

1. 38 markers were in the bin. Chase added the 43 markers that were on the floor to the bin. How many markers are in the bin now?

2. There are 29 fewer big stickers on the sticker sheet than little stickers. There are 62 little stickers on the sheet. How many big stickers are there?
3. Rose has 34 photos in a photo album and 41 photos in a box. How many photos does Rose have?

4. Halle has two ribbons. The blue ribbon is 58 cm. The green ribbon is 38 cm longer than the blue ribbon.
   a. How long is the green ribbon?
   b. Halle uses 67 cm of green ribbon to wrap a present. How much green ribbon is left?
5. Chad bought a shirt for $19 and a pair of shoes for $28 more than the shirt.
   
   a. How much was the pair of shoes?

   b. How much money did Chad spend on the shirt and shoes?

   c. If Chad had $13 left over, how much money did Chad have before buying the shirt and shoes?
Lesson 6 Problem Set

Name ____________________________ Date ______________

1. Solve using mental math, if you can. Use your place value chart and place value disks to solve those you cannot solve mentally.
   a. \(6 + 8 = \) _____ \(30 + 8 = \) _____ \(36 + 8 = \) _____ \(36 + 48 = \) _____
   b. \(5 + 7 = \) _____ \(20 + 7 = \) _____ \(25 + 7 = \) _____ \(25 + 57 = \) _____

2. Solve the following problems using your place value chart and place value disks. Compose a ten, if needed. Think about which ones you can solve mentally, too!
   a. \(35 + 5 = \) _____ \(35 + 6 = \) _____
   b. \(26 + 4 = \) _____ \(26 + 5 = \) _____
   c. \(54 + 15 = \) _____ \(54 + 18 = \) _____
   d. \(67 + 23 = \) _____ \(67 + 25 = \) _____
   e. \(45 + 26 = \) _____ \(45 + 23 = \) _____
   f. \(58 + 23 = \) _____ \(58 + 25 = \) _____
   g. \(49 + 37 = \) _____ \(52 + 36 = \) _____
3. There are 47 blue buttons and 25 black buttons in Sean’s drawer. How many buttons are in his drawer?

For early finishers:

4. Leslie has 24 blue and 24 pink hair ribbons. She buys 17 more blue ribbons and 13 more pink ribbons from the store.
   a. How many blue hair ribbons does she have now?

   b. How many pink hair ribbons does she have now?

   c. Jada has 29 more pink ribbons than Leslie. How many pink ribbons does Jada have?
Lesson 6 Homework

Name ____________________________________________ Date ________________

1. Solve using mental math, if you can. Use your place value chart and place value disks to solve those you cannot do mentally.
   a. \(4 + 9 = \) _____  \(30 + 9 = \) _____  \(34 + 9 = \) _____  \(34 + 49 = \) _____
   b. \(6 + 8 = \) _____  \(20 + 8 = \) _____  \(26 + 8 = \) _____  \(26 + 58 = \) _____

2. Solve the following problems using your place value chart and place value disks. Compose a ten, if needed. Think about which ones you can solve mentally, too!
   a. \(21 + 9 = \) _____  \(22 + 9 = \) _____
   b. \(28 + 2 = \) _____  \(28 + 4 = \) _____
   c. \(32 + 16 = \) _____  \(34 + 17 = \) _____
   d. \(47 + 23 = \) _____  \(47 + 25 = \) _____
   e. \(53 + 35 = \) _____  \(58 + 35 = \) _____
   f. \(58 + 42 = \) _____  \(58 + 45 = \) _____
   g. \(69 + 32 = \) _____  \(36 + 62 = \) _____
   h. \(77 + 13 = \) _____  \(16 + 77 = \) _____
   i. \(59 + 34 = \) _____  \(31 + 58 = \) _____

Lesson 6: Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.

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Solve using a place value chart.

3. Melissa has 36 more crayons than her brother. Her brother has 49 crayons. How many crayons does Melissa have?

4. There were 67 candles on Grandma’s birthday cake and 26 left in the box. How many candles were there in all?

5. Frank’s mother gave him $25 to save. If he already had $38 saved, how much money does Frank have saved now?
1. Solve the following problems using the vertical form, your place value chart, and place value disks. Bundle a ten, when necessary. Think about which ones you can solve mentally, too!

   a. \( 22 + 8 \) \hspace{1cm} \( 21 + 9 \)

   b. \( 34 + 17 \) \hspace{1cm} \( 33 + 18 \)

   c. \( 48 + 34 \) \hspace{1cm} \( 46 + 36 \)

   d. \( 27 + 68 \) \hspace{1cm} \( 26 + 69 \)
Extra Practice for Early Finishers: Solve the following problems using your place value chart and place value disks. Bundle a ten, when necessary.

2. Samantha brought grapes to school for a snack. She had 27 green grapes and 58 red grapes. How many grapes did she bring to school?

3. Thomas read 29 pages of his new book on Monday. On Tuesday, he read 35 more pages than he did on Monday.
   a. How many pages did Thomas read on Tuesday?
   b. How many pages did Thomas read on both days?
1. Solve the following problems using the vertical form, your place value chart, and place value disks. Bundle a ten, if needed. Think about which ones you can solve mentally, too!
   a. $31 + 9 \quad 32 + 8$
   b. $42 + 18 \quad 43 + 17$
   c. $26 + 67 \quad 28 + 65$

2. Add the bottom numbers to find the missing number above it.

   ![Diagram of numbers 23, 18, and 29, 23]
3. Jahsir counted 63 flowers by the door and 28 flowers on the windowsill. How many flowers were by the door and on the windowsill?

4. Antonio’s string is 38 centimeters longer than his reading book. The length of his reading book is 26 centimeters.
   a. What is the length of Antonio’s string?
   b. The length of Antonio’s reading book is 20 centimeters shorter than the length of his desk. How long is Antonio’s desk?
Lesson 8 Problem Set

1. Solve vertically. Draw and bundle place value disks on the place value chart.

   a. \(27 + 15 = \) \\

   b. \(44 + 26 = \) \\

   c. \(48 + 31 = \) \\

   d. \(33 + 59 = \)
Lesson 8 Problem Set

2. There are 23 laptops in the computer room and 27 laptops in the first-grade classroom. How many laptops are in the computer room and first-grade classroom altogether?

For early finishers:

3. Mrs. Anderson gave 36 pencils to her class and had 48 left over. How many pencils did Mrs. Anderson have at first?

Lesson 8: Use math drawings to represent the composition and relate drawings to a written method.
Lesson 8: Use math drawings to represent the composition and relate drawings to a written method.

1. Solve vertically. Draw and bundle place value disks on the place value chart.
   a. \(26 + 35 = \) ________
      -
      -

   b. \(28 + 14 = \) ________
      -
      -

   c. \(35 + 27 = \) ________
      -
      -

   d. \(23 + 46 = \) ________
      -
      -
e. \[32 + 59 = \underline{______}\]

2. Twenty-eight second-grade students went on a field trip to the zoo. The other 24 second-grade students stayed at school. How many second-grade students are there in all?

3. Alice cut a 27-cm piece of ribbon and had 39 cm of ribbon left over. How much ribbon did Alice have at first?
Lesson 9 Problem Set

Name ____________________________ Date ______________

1. Solve using the algorithm. Draw and bundle chips on the place value chart.
   
   a. 123 + 16 = ________

   hundreds | tens | ones

   b. 111 + 79 = ________

   hundreds | tens | ones

   c. 109 + 33 = ________

   hundreds | tens | ones
d. \(57 + 138 = \underline{\quad} \quad \underline{\quad} \quad \underline{\quad}\)

define hundreds, tens, ones

2. Jose sold 127 books in the morning. He sold another 35 books in the afternoon. At the end of the day he had 19 books left.

a. How many books did Jose sell?

define hundreds, tens, ones

b. How many books did Jose have at the beginning of the day?

define hundreds, tens, ones
Lesson 9 Homework

Name ________________________________ Date ______________

1. Solve using the algorithm. Draw and bundle chips on the place value chart.
   a. 127 + 14 = _________
      hundreds | tens | ones

   b. 135 + 46 = _________
      hundreds | tens | ones

   c. 108 + 37 = _________
      hundreds | tens | ones
2. Solve using the algorithm. Write a number sentence for the problem modeled on the place value chart.

3. Jane made 48 lemon bars and 23 cookies.
   a. How many lemon bars and cookies did Jane make?

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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   b. Jane made 19 more lemon bars. How many lemon bars does she have?

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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<tbody>
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</tbody>
</table>
1. Solve using the algorithm. Draw chips and bundle when you can.

   a. $127 + 18 = \underline{\hspace{2cm}}$
      
      hundreds | tens | ones

   b. $136 + 16 = \underline{\hspace{2cm}}$
      
      hundreds | tens | ones

   c. $109 + 41 = \underline{\hspace{2cm}}$
      
      hundreds | tens | ones

   d. $29 + 148 = \underline{\hspace{2cm}}$
      
      hundreds | tens | ones
Lesson 10 Problem Set

2. a. On Saturday, Colleen earned 4 ten-dollar bills and 18 one-dollar bills working on the farm. How much money did Colleen earn?

   
   
   
   
   

   hundreds | tens | ones

b. On Sunday, Colleen earned 2 ten-dollar bills and 16 one-dollar bills. How much money did she earn on both days?

   
   
   
   
   

   hundreds | tens | ones

e. $79 + 107 = \underline{\hspace{1cm}}$

   
   
   
   
   

   hundreds | tens | ones

   Before bundling a ten \hspace{1.5cm} \underline{\hspace{1cm}} \hspace{1.5cm} \underline{\hspace{1cm}} \hspace{1.5cm}

   After bundling a ten \hspace{1.5cm} \underline{\hspace{1cm}} \hspace{1.5cm} \underline{\hspace{1cm}}
Lesson 10: Use math drawings to represent the composition when adding a two-digit to a three-digit addend.

Name _____________________________ Date ______________

1. Solve using the algorithm. Draw chips and bundle when you can.
   
a. 125 + 17 = _______ 
   _____ hundreds | _____ tens | _____ ones

   b. 148 + 14 = _______ 
   _____ hundreds | _____ tens | _____ ones

   c. 107 + 56 = _______ 
   _____ hundreds | _____ tens | _____ ones

   d. 38 + 149 = _______ 
   _____ hundreds | _____ tens | _____ ones
2. Jamie started to solve this problem when she accidentally dropped paint on her sheet. Can you figure out what problem she was given and her answer by looking at her work?

![Math drawing diagram]

1₁₀₀ = ________

______ + ________ = ________

3. a. In the morning, Mateo borrowed 4 bundles of ten markers and 17 loose markers from the art teacher. How many markers did Mateo borrow?

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

b. In the afternoon, Mateo borrowed 2 bundles of ten crayons and 15 loose crayons. How many markers and crayons did Mateo borrow in all?

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
</table>
Name ________________________________ Date ________________

1. Solve using mental math.
   a. $8 - 7 = \underline{}$ $38 - 7 = \underline{}$ $38 - 8 = \underline{}$ $38 - 9 = \underline{}$
   
   b. $7 - 6 = \underline{}$ $87 - 6 = \underline{}$ $87 - 7 = \underline{}$ $87 - 8 = \underline{}$

2. Solve using your place value chart and place value disks. Unbundle a ten if needed.
   Think about which problems you can solve mentally, too!
   a. $28 - 7 = \underline{}$ $28 - 9 = \underline{}$
   
   b. $25 - 5 = \underline{}$ $25 - 6 = \underline{}$
   
   c. $30 - 5 = \underline{}$ $33 - 5 = \underline{}$
   
   d. $47 - 22 = \underline{}$ $41 - 22 = \underline{}$
   
   e. $44 - 16 = \underline{}$ $44 - 26 = \underline{}$
   
   f. $70 - 28 = \underline{}$ $80 - 28 = \underline{}$
3. Solve $56 - 28$, and explain your strategy.

4. There are 63 problems on the math test. Tamara answered 48 problems correctly, but the rest were incorrect. How many problems did she answer incorrectly?

5. Mr. Ross has 7 fewer students than Mrs. Jordan. Mr. Ross has 35 students. How many students does Mrs. Jordan have?
Lesson 11 Homework

Name ___________________________ Date _________________

1. Solve using mental math.
   a. \(6 - 5 = \) _____ \(26 - 5 = \) _____ \(26 - 6 = \) _____ \(26 - 7 = \) _____
   b. \(8 - 7 = \) _____ \(58 - 7 = \) _____ \(58 - 8 = \) _____ \(58 - 9 = \) _____

2. Solve using your place value chart and place value disks. Unbundle a ten, if needed. Think about which problems you can solve mentally, too!
   a. \(36 - 5 = \) _____ \(36 - 7 = \) _____
   b. \(37 - 6 = \) _____ \(37 - 8 = \) _____
   c. \(40 - 5 = \) _____ \(41 - 5 = \) _____
   d. \(58 - 32 = \) _____ \(58 - 29 = \) _____
   e. \(60 - 26 = \) _____ \(62 - 26 = \) _____
   f. \(70 - 41 = \) _____ \(80 - 41 = \) _____
3. Solve and explain your strategy.

a. \[41 - 27 = \quad \]

b. \[67 - 28 = \quad \]

4. The number of marbles in each jar is marked on the front. Miss Clark took 37 marbles out of each jar. How many marbles are left in each jar? Complete the number sentence to find out.

a. _____ – _____ = _____

b. _____ – _____ = _____

c. _____ – _____ = _____

d. _____ – _____ = _____
Name _________________________________ Date ______________

1. Use place value disks to solve each problem. Rewrite the problem vertically, and record each step as shown in the example.

a. \( 22 - 18 \)

\[
\begin{array}{c}
10 \\
\hline
12 \\
\hline
- 18 \\
\hline
4
\end{array}
\]

b. \( 20 - 12 \)

c. \( 34 - 25 \)

d. \( 25 - 18 \)

e. \( 53 - 29 \)

f. \( 71 - 27 \)
2. Terry and Pam both solved the problem 64 – 49. They came up with different answers and cannot agree on who is correct. Terry answered 25, and Pam answered 15. Use place value disks to explain who is correct, and rewrite the problem vertically to solve.

For early finishers:

3. Samantha has 42 marbles, and Graham has 17 marbles.
   a. How many more marbles does Samantha have than Graham?
   b. James has 25 fewer marbles than Samantha. How many marbles does James have?
Lesson 12: Relate manipulative representations to a written method.

1. Use place value disks to solve each problem. Rewrite the problem vertically, and record each step as shown in the example.

   a. \(34 - 18\)
   b. \(41 - 16\)

   \[
   \begin{array}{c}
   34 \\
   \hline
   - 18 \\
   \hline
   16
   \end{array}
   \]

   c. \(33 - 15\)
   d. \(46 - 18\)

   e. \(62 - 27\)
   f. \(81 - 34\)
2. Some first- and second-grade students voted on their favorite drink. The table shows the number of votes for each drink.

<table>
<thead>
<tr>
<th>Types of Drink</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>28</td>
</tr>
<tr>
<td>Apple Juice</td>
<td>19</td>
</tr>
<tr>
<td>Grape Juice</td>
<td>16</td>
</tr>
<tr>
<td>Fruit Punch</td>
<td>37</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>44</td>
</tr>
</tbody>
</table>

a. How many more students voted for fruit punch than for milk? Show your work.

b. How many more students voted for orange juice than for grape juice? Show your work.

c. How many fewer students voted for apple juice than for milk? Show your work.
Lesson 13: Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method.

Name ____________________________  Date ________________

1. Solve vertically. Draw a place value chart and chips to model each problem. Show how you change 1 ten for 10 ones, when necessary.

a. 31 - 19 = _____

b. 46 - 24 = _____

c. 51 - 33 = _____

d. 67 - 49 = _____

e. 66 - 48 = _____

f. 77 - 58 = _____
2. Solve $31 - 27$ and $25 - 15$ vertically using the space below. Circle to tell if the number sentence is true or false.

True or False

$31 - 27 = 25 - 15$

3. Solve $78 - 43$ and $81 - 46$ vertically using the space below. Circle to tell if the number sentence is true or false.

True or False

$78 - 43 = 81 - 46$

4. Mrs. Smith has 39 tomatoes in her garden. Mrs. Thompson has 52 tomatoes in her garden. How many fewer tomatoes does Mrs. Smith have than Mrs. Thompson?
Lesson 13 Homework

Name ___________________________  Date ________________

1. Solve vertically. Use the place value chart and chips to model each problem. Show how you change 1 ten for 10 ones, when necessary. The first one has been started for you.

   a. 42 - 26 = ______

   b. 54 - 28 = ______

   c. 60 - 17 = ______
2. Solve vertically. Draw a place value chart and chips to model each problem. Show how you change 1 ten for 10 ones, when necessary.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $31 - 19 = $</td>
<td>b. $47 - 24 = $</td>
</tr>
<tr>
<td>c. $51 - 39 = $</td>
<td>d. $67 - 44 = $</td>
</tr>
<tr>
<td>e. $76 - 54 = $</td>
<td>f. $82 - 59 = $</td>
</tr>
</tbody>
</table>
Lesson 14: Represent subtraction with and without the decomposition when there is a three-digit minuend.

Lesson 14 Problem Set

Name ___________________________ Date ______________

1. Solve by writing the problem vertically. Check your result by drawing chips on the place value chart. Change 1 ten for 10 ones, when needed.

   a. 134 - 23 = ______

      hundreds | tens | ones

   b. 140 - 12 = ______

      hundreds | tens | ones

   c. 121 - 14 = ______

      hundreds | tens | ones

A STORY OF UNITS

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56
Lesson 14: Represent subtraction with and without the decomposition when there is a three-digit minuend.

2. Solve the following problems vertically without a place value chart.

a. 63 - 28 = _______

b. 163 - 28 = _______

d. 161 - 26 = _______  

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

e. 187 - 49 = _______  

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 14: Represent subtraction with and without the decomposition when there is a three-digit minuend.

1. Solve by writing the problem vertically. Check your result by drawing chips on the place value chart. Change 1 ten for 10 ones, when needed.

   a. $156 - 42 = \underline{\hspace{2cm}}$ \\
      hundreds | tens | ones

   b. $150 - 36 = \underline{\hspace{2cm}}$ \\
      hundreds | tens | ones

   c. $163 - 45 = \underline{\hspace{2cm}}$ \\
      hundreds | tens | ones
2. Solve the following problems without a place value chart.

   a. 
   
   \[
   \begin{array}{c}
   134 \\
   -29 \\
   \end{array}
   \]

   b. 
   
   \[
   \begin{array}{c}
   154 \\
   -37 \\
   \end{array}
   \]

3. Solve and show your work. Draw a place value chart and chips, if needed.

   a. Aniyah has 165 seashells. She has 28 more than Ralph. How many seashells does Ralph have?

   b. Aniyah and Ralph each give 19 seashells to Harold. How many seashells does Aniyah have left?

   c. How many seashells does Ralph have left?
1. Solve each problem using vertical form. Show the subtraction on the place value chart with chips. Exchange 1 ten for 10 ones, when necessary.

   a. 173 - 42
      
      hundreds | tens | ones

   b. 173 - 38
      
      hundreds | tens | ones

   c. 170 - 44
      
      hundreds | tens | ones
Lesson 15: Represent subtraction with and without the decomposition when there is a three-digit minuend.

2. Solve the following problems without using a place value chart.

a. $73 - 56$

b. $170 - 53$
Lesson 15 Homework

Name ___________________________   Date ______________

1. Solve each problem using vertical form. Show the subtraction on the place value chart with chips. Exchange 1 ten for 10 ones, when necessary.

a. 153 - 31   
   
   

b. 153 - 38   
   
   

c. 160 - 37   
   
   

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G2-M4-SE-1.3.D-05.2015
Lesson 15: Represent subtraction with and without the decomposition when there is a three-digit minuend.

d. 182 - 59

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

2. Lisa solved 166 - 48 vertically and on her place value chart. Explain what Lisa did correctly and what she needs to fix.

![Place Value Chart]

a. Lisa correctly ____________________________________________

b. Lisa needs to fix _________________________________________

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Name ____________________________ Date ________________

Solve the following word problems. Use the RDW process.

1. Frederick counted a total of 80 flowers in the garden. There were 39 white flowers, and the rest were pink. How many flowers were pink?

2. The clothing store had 42 shirts. After selling some, there were 16 left. How many shirts were sold?

3. There were 26 magazines on Shelf A and 60 magazines on Shelf B. How many more magazines were on Shelf B than Shelf A?
4. Andy spent 71 hours studying in November.
   In December, he studied 19 hours less.
   Rachel studied 22 hours more than Andy studied in December.
   How many hours did Rachel study in December?

5. Thirty-six books are in the blue bin.
   The blue bin has 18 more books than the red bin.
   The yellow bin has 7 more books than the red bin.
   a. How many books are in the red bin?

   b. How many books are in the yellow bin?
Lesson 16 Homework

Name ____________________________ Date ____________

Solve the following word problems. Use the RDW process.

1. Vicki modeled the following problem with a tape diagram.

Eighty-two students are in the math club. 35 students are in the science club. How many more students are in the math club than science club?

Show another model to solve the problem. Write your answer in a sentence.
2. Forty-six birds sat on a wire. Some flew away, but 29 stayed. How many birds flew away? Show your work.

3. Ian bought a pack of 47 water balloons. 19 were red, 16 were yellow, and the rest were blue. How many water balloons were blue? Show your work.

Lesson 17 Problem Set

1. Solve mentally.
   a. 2 ones + ________ = 1 ten
      2 + ________ = 10
      2 tens + ________ = 1 hundred
      20 + ________ = 100
   
   b. 1 ten = ________ + 6 ones
      10 = ________ + 6
      1 hundred = ________ + 6 tens
      100 = ________ + 60
   
   c. 3 ones + 7 ones = ________ ten
      3 + 7 = __________
      3 tens + 7 tens = ________ tens
      30 + 70 = __________
      13 tens + 7 tens = ________ tens
      130 + 70 = __________
   
   d. 6 ones + 4 ones = ________ ten
      6 + 4 = __________
      16 tens + 4 tens = ________ hundreds
      160 + 40 = __________
   
   e. 12 ones + 8 ones = ________ tens
      12 + 8 = __________
      12 tens + 8 tens = ________ hundreds
      120 + 80 = __________
Lesson 17: Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.

2. Solve.
   a. 9 ones + 4 ones = _____ ten _____ ones
      9 tens + 4 tens = _____ hundred _____ tens
      9 + 4 = __________
      90 + 40 = __________

   b. 4 ones + 8 ones = _____ ten _____ ones
      4 tens + 8 tens = _____ hundred _____ tens
      4 + 8 = __________
      40 + 80 = __________

   c. 6 ones + 7 ones = _____ ten _____ ones
      6 tens + 7 tens = _____ hundred _____ tens
      6 + 7 = __________
      60 + 70 = __________

3. Fill in the blanks. Then, complete the addition sentence.
   The first one is done for you.
   a. \(24 + 6 \rightarrow 30 \rightarrow 100\)
      \(24 + 76 = 100\)
   b. \(124 + 6 \rightarrow \rightarrow \rightarrow \)
      \(124 + \rightarrow = \rightarrow\)
   c. \(7 + 3 \rightarrow 90 \rightarrow 100 \rightarrow \)
      \(7 + \rightarrow = \rightarrow\)
   d. \(70 + 30 \rightarrow 90 \rightarrow 10 \rightarrow \)
      \(70 + \rightarrow = \rightarrow\)
   e. \(38 + 2 \rightarrow 60 \rightarrow 30 \rightarrow \)
      \(38 + \rightarrow = \rightarrow\)
   f. \(98 + 2 \rightarrow 6 \rightarrow 40 \rightarrow \)
      \(98 + \rightarrow = \rightarrow\)
Lesson 17 Homework

1. Solve mentally.
   a. \(4 \text{ ones} + \square = 1 \text{ ten}\)
      
      \(4 + \square = 10\)
      
      \(4 \text{ tens} + \square = 1 \text{ hundred}\)
      
      \(40 + \square = 100\)
      
   b. \(1 \text{ ten} = \square + 7 \text{ ones}\)
      
      \(10 = \square + 7\)
      
      \(1 \text{ hundred} = \square + 7 \text{ tens}\)
      
      \(100 = \square + 70\)
      
   c. \(1 \text{ ten more than 9 ones} = \square\)
      
      \(10 + 9 = \square\)
      
      \(1 \text{ hundred more than 9 ones} = \square\)
      
      \(100 + 9 = \square\)
      
      \(1 \text{ hundred more than 9 tens} = \square\)
      
      \(100 + 90 = \square\)
      
   d. \(2 \text{ ones} + 8 \text{ ones} = \square \text{ ten}\)
      
      \(2 + 8 = \square\)
      
      \(2 \text{ tens} + 8 \text{ tens} = \square \text{ hundred}\)
      
      \(20 + 80 = \square\)
      
   e. \(5 \text{ ones} + 6 \text{ ones} = \square \text{ ten(s)} \square \text{ one(s)}\)
      
      \(5 + 6 = \square\)
      
      \(5 \text{ tens} + 6 \text{ tens} = \square \text{ hundred(s)} \square \text{ ten(s)}\)
      
      \(50 + 60 = \square\)
      
   f. \(14 \text{ ones} + 4 \text{ ones} = \square \text{ ten(s)} \square \text{ one(s)}\)
      
      \(14 + 4 = \square\)
      
      \(14 \text{ tens} + 4 \text{ tens} = \square \text{ hundred(s)} \square \text{ tens(s)}\)
      
      \(140 + 40 = \square\)
2. Solve.
   a. 6 ones + 5 ones = _____ ten _____ one  
      6 + 5 = __________  
      6 tens + 5 tens = _____ hundred _____ ten  
      60 + 50 = __________

   b. 5 ones + 7 ones = _____ ten _____ ones  
      5 + 7 = __________  
      5 tens + 7 tens = _____ hundred _____ tens  
      50 + 70 = __________

   c. 9 ones + 8 ones = _____ ten _____ ones  
      9 + 8 = __________  
      9 tens + 8 tens = _____ hundred _____ tens  
      90 + 80 = __________

3. Fill in the blanks. Then, complete the addition sentence. The first one is done for you.

   a. 36 $\rightarrow$ 40 $\rightarrow$ 100 $\rightarrow$ 130  
      $36 + 94 = 130$  
      $78 + _____ = _____$

   b. 78 $\rightarrow$ _____ $\rightarrow$ _____ $\rightarrow$ _____  
      $36 + 94 = 130$  
      $78 + _____ = _____$

   c. 61 $\rightarrow$ _____ $\rightarrow$ _____ $\rightarrow$ _____ $\rightarrow$ _____ $\rightarrow$ _____  
      $61 + _____ = _____$

   d. 27 $\rightarrow$ _____ $\rightarrow$ _____ $\rightarrow$ _____  
      $27 + _____ = _____$
Lesson 18 Problem Set

Name ___________________________ Date ________________

1. Solve using your place value chart and place value disks.
   a. 80 + 30 = ________  90 + 40 = ________
   b. 73 + 38 = ________  73 + 49 = ________
   c. 93 + 38 = ________  42 + 99 = ________
   d. 84 + 37 = ________  69 + 63 = ________
   e. 113 + 78 = ________  128 + 72 = ________

2. Circle the statements that are true as you solve each problem using place value disks.
   a. 47 + 123
      I change 10 ones for 1 ten.
      I change 10 tens for 1 hundred.
      The total of the two parts is 160.
      The total of the two parts is 170.
   b. 97 + 54
      I change 10 ones for 1 ten.
      I change 10 tens for 1 hundred.
      The total of the two parts is 141.
      The total of the two parts is 151.
3. Write an addition sentence that corresponds to the following number bond. Solve the problem using your place value disks, and fill in the missing total.

```
45  95
```

4. There are 50 girls and 80 boys in the after school program. How many children are in the after school program?

5. Kim and Stacy solved 83 + 39. Kim's answer was less than 120. Stacy's answer was more than 120. Whose answer was incorrect? Explain how you know using words, pictures, or numbers.
Lesson 18 Homework

Name ____________________________ Date _______________

1. Solve using your place value chart and place value disks.
   a. $20 + 90 = _______ \quad 60 + 70 = _______
   b. $29 + 93 = _______ \quad 69 + 72 = _______
   c. $45 + 86 = _______ \quad 46 + 96 = _______
   d. $47 + 115 = _______ \quad 47 + 95 = _______
   e. $28 + 72 = _______ \quad 128 + 72 = _______

2. Circle the statements that are true as you solve each problem using place value disks.
   a. $68 + 51$
      I change 10 ones for 1 ten.
      I change 10 tens for 1 hundred.
      The total of the two parts is 109.
      The total of the two parts is 119.
   b. $127 + 46$
      I change 10 ones for 1 ten.
      I change 10 tens for 1 hundred.
      The total of the two parts is 163.
      The total of the two parts is 173.
3. Solve the problem using your place value disks, and fill in the missing total. Then, write an addition sentence that relates to the number bonds.

a. 86 + 57 = __________

Addition Sentence: ____________________

b. 129 + 78 = __________

Addition Sentence: ____________________

4. Solve using your place value chart and place value disks.
   a. 45 + 55 = __________
   b. 78 + 33 = __________
   c. 37 + 84 = __________
Lesson 18: Use manipulatives to represent additions with two compositions.
1. Solve the following problems using the vertical form, your place value chart, and place value disks. Bundle a ten or hundred, if needed.

<table>
<thead>
<tr>
<th>a. 72 + 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 28 + 91</td>
</tr>
<tr>
<td>c. 68 + 61</td>
</tr>
<tr>
<td>d. 97 + 35</td>
</tr>
<tr>
<td>e. 68 + 75</td>
</tr>
<tr>
<td>f. 96 + 47</td>
</tr>
</tbody>
</table>
g. 177 + 23  

h. 146 + 54

2. Thirty-eight fewer girls attended summer camp than boys. Seventy-nine girls attended.
   a. How many boys attended summer camp?
   b. How many children attended summer camp?
Name __________________________  Date ______________

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 84 + 37</td>
<td>b. 42 + 79</td>
</tr>
<tr>
<td>c. 58 + 56</td>
<td>d. 46 + 96</td>
</tr>
<tr>
<td>e. 75 + 69</td>
<td>f. 48 + 94</td>
</tr>
</tbody>
</table>
2. Seventy-four trees were planted in the garden. Forty-nine more bushes were planted than trees in the garden.

   a. How many bushes were planted?

   b. How many trees and bushes were planted?
Lesson 20 Problem Set

Name __________________________________________ Date ________________

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.
   
   a. $23 + 57 = \underline{\hspace{2cm}}$
      
      
      
      
      
      100's | 10's | 1's
      
   b. $65 + 36 = \underline{\hspace{2cm}}$
      
      
      
      
      
      100's | 10's | 1's
      
   c. $83 + 29 = \underline{\hspace{2cm}}$
      
      
      
      
      
      100's | 10's | 1's
      

Lesson 20: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.
Lesson 20 Problem Set

2. Jessica’s teacher marked her work incorrect for the following problem. Jessica cannot figure out what she did wrong. If you were Jessica’s teacher, how would you explain her mistake?

Jessica’s work:

<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>77 + 32 = 100 + 10 + 7 + 2 = 119</td>
</tr>
</tbody>
</table>

Jessica’s work:

<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 + 88 = 100 + 10 + 8 + 8 = 166</td>
</tr>
</tbody>
</table>

2. 47 + 75 = _______

<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. 68 + 88 = _______

<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 20 Homework

Name ________________________________ Date ______________

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.
   
   a. 41 + 39 = ______

<table>
<thead>
<tr>
<th>100's</th>
<th>10's</th>
<th>1's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b. 54 + 26 = ______

<table>
<thead>
<tr>
<th>100's</th>
<th>10's</th>
<th>1's</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

   c. 96 + 39 = ______

<table>
<thead>
<tr>
<th>100's</th>
<th>10's</th>
<th>1's</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Lesson 20: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.

Lesson 20 Homework

2. For each box, find and circle two numbers that add up to 150.

   a.  
      | 67 | 63 |
      | 73 | 83 |
      | 57 |

   b.  
      | 48 | 92 |
      | 68 | 62 |
      | 58 |

   c.  
      | 75 | 55 |
      | 65 | 45 |
      | 75 |
Lesson 21: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.

Name ___________________________ Date ____________

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.
   
a. $65 + 75 = \underline{140}$

   
<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

   
b. $84 + 29 = \underline{113}$

   
<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

   
c. $91 + 19 = \underline{110}$

   
<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>
Lesson 21: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.

2. Abby solved 99 + 99 on her place value chart and in vertical form, but she got an incorrect answer. Check Abby’s work, and correct it.

What did Abby do correctly?

What did Abby do incorrectly?

d. 163 + 27 = 

<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 21 Homework

Name ________________________________  Date ______________

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.

   a. \(45 + 76 = \) _________

   b. \(62 + 89 = \) _________

   c. \(97 + 79 = \) _________

<table>
<thead>
<tr>
<th>100’s</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Lesson 21: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.
Lesson 21 Homework

2. The blue team scored 37 fewer points than the white team. The blue team scored 69 points.
   a. How many points did the white team score?
   b. How many points did the blue and white teams score altogether?

\[ 127 + 78 = \underline{\hspace{2cm}} \]

\[ \begin{array}{ccc}
   \text{100's} & \text{10's} & \text{1's} \\
   \hline
   \hline
   \end{array} \]
Lesson 22 Problem Set

Name ____________________________ Date ________________

1. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>[ 5 + 5 + 7 = ]</td>
<td>[ 25 + 25 + 17 = ]</td>
</tr>
<tr>
<td>b.</td>
<td>[ 4 + 6 + 5 = ]</td>
<td>[ 24 + 36 + 75 = ]</td>
</tr>
<tr>
<td>c.</td>
<td>[ 2 + 4 + 8 + 6 = ]</td>
<td>[ 32 + 24 + 18 + 46 = ]</td>
</tr>
</tbody>
</table>
2. Josh and Keith have the same problem for homework: \(23 + 35 + 47 + 56\). The students solved the problem differently but got the same answer.

\[
\begin{align*}
\text{Josh's work} & \\
23 + 35 + 47 + 56 & \\
70 + 35 + 56 & \\
161 & \\
\end{align*}
\]

\[
\begin{align*}
\text{Keith's work} & \\
23 + 35 + 47 + 56 & \\
20 + 35 + 50 + 56 & \\
55 + 106 & \\
161 & \\
\end{align*}
\]

Solve \(23 + 35 + 47 + 56\) another way.

Lesson 22: Solve additions with up to four addends with totals within 200 with and without two compositions of larger units.

1. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

   a.  
      \[
      \begin{array}{ccc}
      6 + 3 + 7 &=& \\
      36 + 23 + 17 &=& \\
      126 + 23 + 17 &=& \\
      \end{array}
      \]

   b.  
      \[
      \begin{array}{ccc}
      8 + 2 + 5 &=& \\
      38 + 22 + 75 &=& \\
      18 + 62 + 85 &=& \\
      \end{array}
      \]

   c.  
      \[
      \begin{array}{ccc}
      9 + 4 + 1 + 6 &=& \\
      29 + 34 + 41 + 16 &=& \\
      81 + 34 + 19 + 56 &=& \\
      \end{array}
      \]
2. The table shows the top six soccer teams and their total points scored this season.

<table>
<thead>
<tr>
<th>Teams</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>29</td>
</tr>
<tr>
<td>Yellow</td>
<td>38</td>
</tr>
<tr>
<td>Green</td>
<td>41</td>
</tr>
<tr>
<td>Blue</td>
<td>76</td>
</tr>
<tr>
<td>Orange</td>
<td>52</td>
</tr>
<tr>
<td>Black</td>
<td>24</td>
</tr>
</tbody>
</table>

a. How many points did the yellow and orange teams score together?

b. How many points did the yellow, orange, and blue teams score together?

c. How many points did the red, green, and black teams score together?

d. Which two teams scored a total of 70 points?

e. Which two teams scored a total of 100 points?
Name ________________________________ Date ________________

1. Solve using number bonds to subtract from 100. The first one has been done for you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>106 – 90 = 16</td>
<td>b. 116 – 90</td>
</tr>
<tr>
<td></td>
<td>100 – 90 = 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 + 6 = 16</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>114 – 80</td>
<td>d. 115 – 80</td>
</tr>
<tr>
<td>e.</td>
<td>123 – 70</td>
<td>f. 127 – 60</td>
</tr>
</tbody>
</table>
Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.

Lesson 23 Problem Set

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
g. $119 - 50$ | h. $129 - 60$

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
i. $156 - 80$ | j. $142 - 70$

2. Use a number bond to show how you would take 8 tens from 126.
Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.

Lesson 23 Homework

1. Solve using number bonds to subtract from 100. The first one has been done for you.

   a. $105 - 90 = 15$

      \[\begin{array}{c}
      100 \\
      5 \\
      \end{array}\]

      $100 - 90 = 10$
      $10 + 5 = 15$

   b. $121 - 90$

   c. $112 - 80$

   d. $135 - 70$

   e. $136 - 60$

   f. $129 - 50$
Lesson 23 Homework

2. Monica incorrectly solved 132 - 70 to get 102. Show her how to solve it correctly.

Monica’s work:

Correct way to solve 132 - 70:

3. Billy sold 50 fewer magazines than Alex. Alex sold 128 magazines. How many magazines did Billy sell? Solve using a number bond.
Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

Name ________________________________ Date _______________

1. Solve using mental math. If you cannot solve mentally, use your place value chart and place value disks.
   a. 25 – 5 = _____ 25 – 6 = _____ 125 – 25 = _____ 125 – 26 = ______
   b. 160 – 50 = _____ 160 – 60 = _____ 160 – 70 = ______

2. Solve using your place value chart and place value disks. Unbundle the hundred or ten when necessary. Circle what you did to model each problem.
   a. 124 – 60 = ______  I unbundled the hundred.   Yes  No
      I unbundled a ten.       Yes  No
   b. 174 – 58 = ______        I unbundled the hundred.   Yes  No
      I unbundled a ten.       Yes  No
   c. 121 – 48 = ______        I unbundled the hundred.   Yes  No
      I unbundled a ten.       Yes  No
   d. 125 – 67 = ______        I unbundled the hundred.   Yes  No
      I unbundled a ten.       Yes  No
   e. 145 – 76 = ______        I unbundled the hundred.   Yes  No
      I unbundled a ten.       Yes  No
   f. 181 – 72 = ______        I unbundled the hundred.   Yes  No
      I unbundled a ten.       Yes  No
Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

Lesson 24 Problem Set

3. There were 167 apples. The students ate 89 apples. How many apples were left?
For early finishers:

4. Tim and John have 175 trading cards together. John has 88 cards.
   a. How many cards does Tim have?

   b. Brady has 29 fewer cards than Tim. How many cards does Brady have?
Lesson 24 Homework

Name ______________________________ Date ______________

1. Solve using mental math. If you cannot solve mentally, use your place value chart and place value disks.
   a. $38 - 8 = \underline{\hspace{2cm}}$  $38 - 9 = \underline{\hspace{2cm}}$  $138 - 38 = \underline{\hspace{2cm}}$  $138 - 39 = \underline{\hspace{2cm}}$
   
   b. $130 - 20 = \underline{\hspace{2cm}}$  $130 - 30 = \underline{\hspace{2cm}}$  $130 - 40 = \underline{\hspace{2cm}}$

2. Solve using your place value chart and place value disks. Unbundle the hundred or ten when necessary. Circle what you did to model each problem.

<table>
<thead>
<tr>
<th></th>
<th>a. $115 - 50 = \underline{\hspace{2cm}}$</th>
<th>b. $125 - 57 = \underline{\hspace{2cm}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I unbundled the hundred. Yes No</td>
<td>I unbundled the hundred. Yes No</td>
</tr>
<tr>
<td></td>
<td>I unbundled a ten. Yes No</td>
<td>I unbundled a ten. Yes No</td>
</tr>
<tr>
<td>c.</td>
<td>$88 - 39 = \underline{\hspace{2cm}}$</td>
<td>d. $186 - 39 = \underline{\hspace{2cm}}$</td>
</tr>
<tr>
<td></td>
<td>I unbundled the hundred. Yes No</td>
<td>I unbundled the hundred. Yes No</td>
</tr>
<tr>
<td></td>
<td>I unbundled a ten. Yes No</td>
<td>I unbundled a ten. Yes No</td>
</tr>
<tr>
<td>e.</td>
<td>$162 - 85 = \underline{\hspace{2cm}}$</td>
<td>f. $172 - 76 = \underline{\hspace{2cm}}$</td>
</tr>
<tr>
<td></td>
<td>I unbundled the hundred. Yes No</td>
<td>I unbundled the hundred. Yes No</td>
</tr>
<tr>
<td></td>
<td>I unbundled a ten. Yes No</td>
<td>I unbundled a ten. Yes No</td>
</tr>
</tbody>
</table>

Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

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G2-M4-SE-1.3.0-05.2015
Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

3. 96 crayons in the basket are broken. The basket has 182 crayons. How many crayons are not broken?
Lesson 25: Relate manipulative representations to a written method.

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $72 - 49$</td>
<td>b. $83 - 49$</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>c. $118 - 30$</td>
<td>d. $118 - 85$</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>e. $145 - 54$</td>
<td>f. $167 - 78$</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>g. $125 - 87$</td>
<td>h. $115 - 86$</td>
</tr>
</tbody>
</table>

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G2-M4-SE-1.3.0-05.2015
2. Mrs. Tosh baked 160 cookies for the bake sale. She sold 78 of them. How many cookies does she have left?

3. Tammy had $154. She bought a watch for $86. Does she have enough money left over to buy a $67 bracelet?
Lesson 25 Homework

Name ____________________________ Date ______________

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 65 − 38</td>
<td>b. 66 − 49</td>
<td></td>
</tr>
<tr>
<td>c. 111 − 60</td>
<td>d. 120 − 67</td>
<td></td>
</tr>
<tr>
<td>e. 163 − 66</td>
<td>f. 184 − 95</td>
<td></td>
</tr>
<tr>
<td>g. 114 − 98</td>
<td>h. 154 − 85</td>
<td></td>
</tr>
</tbody>
</table>
2. Dominic has $167. He has $88 more than Mario. How much money does Mario have?

3. Which problem will have the same answer as $133 - 77$? Show your work.
   a. $155 - 66$
   b. $144 - 88$
   c. $177 - 33$
   d. $139 - 97$
Name ________________________________ Date ____________

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.
   a. \[181 - 63 = \] \\
      \[
      \begin{array}{c|c|c}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \end{array}
      \]
   b. \[134 - 52 = \] \\
      \[
      \begin{array}{c|c|c}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \end{array}
      \]
   c. \[175 - 79 = \] \\
      \[
      \begin{array}{c|c|c}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \end{array}
      \]
Lesson 26 Problem Set

2. Tanisha and James drew models on their place value charts to solve this problem: 102 – 47. Tell whose model is incorrect and why.

   James
   
   Tanisha

   ‘s model is incorrect because

   ‘s model is incorrect because

   ‘s model is incorrect because
Lesson 26 Homework

Name ________________________________ Date ______________

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.
   a. \(114 - 65 = \) __________ 
      
      \[
      \begin{array}{c|c|c|c}
      & \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \hline
      \end{array}
      \]

   b. \(120 - 37 = \) __________ 
      
      \[
      \begin{array}{c|c|c|c}
      & \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \hline
      \end{array}
      \]

   c. \(141 - 89 = \) __________ 
      
      \[
      \begin{array}{c|c|c|c}
      & \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \hline
      \end{array}
      \]
d. \[ 136 - 77 = \underline{\quad} \]

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


e. \[ 154 - 96 = \underline{\quad} \]

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

2. **Extension**: Fill in the missing number to complete the problem. Draw a place value chart and chips to solve.

\[
\begin{array}{c}
1 & 2 & 3 \\
- & 5 & \square \\
6 & 9 \\
\end{array}
\]
Name ________________________________ Date ______________

1. Make each equation true.
   a. 1 hundred = _____ tens
   b. 1 hundred = 9 tens ______ ones
   c. 2 hundreds = 1 hundred _____ tens
   d. 2 hundreds = 1 hundred 9 tens _____ ones

2. Solve vertically. Draw chips on the place value chart. Unbundle when needed.
   a. 100 – 61 = __________
      
      hundreds  tens  ones

   b. 100 – 79 = __________
      
      hundreds  tens  ones
c. \(200 - 7 = \) _________

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

\(d. \quad 200 - 87 = \) _________

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

\(e. \quad 200 - 126 = \) _________

\[
\begin{array}{ccc}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
\end{array}
\]
Lesson 27: Subtract from 200 and from numbers with zeros in the tens place.

Lesson 27 Homework

Name ___________________________ Date _____________

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.

   a. \(100 - 37 = \) ________
      
      \[\begin{array}{ccc}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \hline
      \end{array}\]

   b. \(100 - 49 = \) ________
      
      \[\begin{array}{ccc}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \hline
      \end{array}\]

   c. \(200 - 49 = \) ________
      
      \[\begin{array}{ccc}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \hline
      \end{array}\]
Lesson 27: Subtract from 200 and from numbers with zeros in the tens place.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d. $200 - 57 = \underline{\hspace{2cm}}$</td>
<td>hundreds</td>
<td>tens</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. $200 - 83 = \underline{\hspace{2cm}}$</td>
<td>hundreds</td>
<td>tens</td>
</tr>
</tbody>
</table>

2. Susan solved $200 - 91$ and decided to add her answer to 91 to check her work. Explain why this strategy works.

<table>
<thead>
<tr>
<th>Susan's work:</th>
</tr>
</thead>
</table>
| $\begin{array}{c}
19 \\
\underline{209}
\end{array}$ |
| $\begin{array}{c}
-91 \\
\underline{109}
\end{array}$ |
| $\begin{array}{c}
+91 \\
\underline{200}
\end{array}$ |
<p>| |
|   |</p>
<table>
<thead>
<tr>
<th>Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lesson 28: Subtract from 200 and from numbers with zeros in the tens place.

Lesson 28 Problem Set

Name _______________________________  Date __________________

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.
   
   a. 109 – 56 = ________
       hundreds | tens | ones

   b. 103 – 34 = ________
       hundreds | tens | ones

   c. 200 – 155 = ________
       hundreds | tens | ones
Lesson 28 Problem Set

2. Solve vertically without a place value chart.

200 − 148 = __________

3. Solve vertically. Draw a place value chart and chips.

Ralph has 137 fewer stamps than his older brother. His older brother has 200 stamps. How many stamps does Ralph have?
Lesson 28: Subtract from 200 and from numbers with zeros in the tens place.

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.
   
   a. \(136 - 94 = \_
      \begin{array}{c|c|c|c}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \end{array}
   
   
   b. \(105 - 57 = \_
      \begin{array}{c|c|c|c}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \end{array}
   
   
   c. \(200 - 61 = \_
      \begin{array}{c|c|c|c}
      \text{hundreds} & \text{tens} & \text{ones} \\
      \hline
      \hline
      \end{array}
   
   
   Name __________________________   Date _____________

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116
d. \(200 - 107 = \underline{\hspace{2cm}}\)  

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

\[\begin{array}{ccc}
\hline
\end{array}\]

e. \(200 - 143 = \underline{\hspace{2cm}}\)  

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

\[\begin{array}{ccc}
\hline
\end{array}\]

2. Herman collected 200 shells on the beach. Of those, he kept 136 shells and left the rest on the beach. How many shells did he leave on the beach?
1. Solve each addition expression using both the totals below and new groups below methods. Draw a place value chart with chips and two different number bonds to represent each.

   a. 27 + 19

<table>
<thead>
<tr>
<th>New Groups Below</th>
<th>Totals Below</th>
<th>Place Value Chart</th>
<th>Number Bonds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b. 57 + 36

<table>
<thead>
<tr>
<th>New Groups Below</th>
<th>Totals Below</th>
<th>Place Value Chart</th>
<th>Number Bonds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Add like units and record the totals below.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>87</td>
<td>+ 95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7 + 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(80 + 90)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>106</td>
<td>+ 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>151</td>
<td>+ 45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>126</td>
<td>+ 72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>159</td>
<td>+ 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>108</td>
<td>+ 91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Add like units and record the totals below.

a. \[
\begin{array}{c}
48 \\
+ 27 \\
\hline \\
\end{array}
\]

b. \[
\begin{array}{c}
118 \\
+ 73 \\
\hline \\
\end{array}
\]

c. \[
\begin{array}{c}
156 \\
+ 62 \\
\hline \\
\end{array}
\]

d. \[
\begin{array}{c}
137 \\
+ 82 \\
\hline \\
\end{array}
\]
2. Daniel counted 67 apples on one tree and 79 apples on another tree. How many apples were on both trees? Add like units and record the totals below to solve.
1. Linda and Keith added 127 + 59 differently. Explain why Linda’s work and Keith’s work are both correct.

Linda’s work:

\[
\begin{array}{c}
127 \\
+ 59 \\
\hline
16 \\
+ 70 \\
+ 100 \\
\hline
186
\end{array}
\]

Keith’s work:

\[
\begin{array}{c}
127 \\
+ 59 \\
\hline
186
\end{array}
\]

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Jake solved 124 + 69 using new groups below. Solve the same problem another way.

\[
\begin{array}{c}
124 \\
+ 69 \\
\hline
193
\end{array}
\]
3. Solve each problem two different ways.

a. $134 + 48$

b. $83 + 69$

c. $46 + 75$

d. $63 + 128$

Kari's work:

\[
\begin{array}{c}
136 \\
+ 56 \\
\hline 
192 \\
\end{array}
\]

Marty's work:

\[
\begin{array}{c}
136 \\
+ 56 \\
\hline 
12 \\
80 \\
+ 100 \\
\hline 
192 \\
\end{array}
\]

Explain what is different about how Kari and Marty solved the problem.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. Here is one way to solve 145 + 67. For (a), solve 145 + 67 another way.

\[
\begin{array}{c}
\text{1} \text{4} \text{5} \\
+ \text{6} \text{7} \\
\hline
\text{2} \text{1} \text{2}
\end{array}
\]

a.

b. Explain how the two ways to solve 145 + 67 are similar.

________________________________________

________________________________________

________________________________________

3. Show another way to solve 142 + 39.

\[
\begin{array}{c}
\text{1} \text{4} \text{2} \\
+ \text{3} \text{9} \\
\hline
\text{1} \text{7} \text{0}
\end{array}
\]

\[
\begin{array}{c}
\text{1} \text{7} \text{0} \\
\hline
\text{1} \text{8} \text{1}
\end{array}
\]
Name ___________________________       Date ________________

Solve the following word problems by drawing a tape diagram. Use any strategy you have learned to solve.

1. Mr. Roberts graded 57 tests on Friday and 43 tests on Saturday. How many tests did Mr. Roberts grade?

2. There are 54 women and 17 fewer men than women on a boat.
   a. How many men are on the boat?
   b. How many people are on the boat?
3. Mark collected 27 fewer coins than Craig. Mark collected 58 coins.
   a. How many coins did Craig collect?

   b. Mark collected 18 more coins than Shawn. How many coins did Shawn collect?

4. There were 35 apples on the table. 17 of the apples were rotten and were thrown out. 9 apples were eaten. How many apples are still on the table?
1. Melissa had 56 pens and 37 more pencils than pens.
   a. How many pencils did Melissa have?
   b. How many pens and pencils did Melissa have?

2. Antonio gave 27 tomatoes to his neighbor and 15 to his brother. He had 72 tomatoes before giving some away. How many tomatoes does Antonio have left?
3. The bakery made 92 muffins. Seventeen were blueberry, 23 were cranberry, and the rest were chocolate chip. How many chocolate chip muffins did the bakery make?

4. After spending $43 on groceries and $19 on a book, Mrs. Groom had $16 left. How much money did Mrs. Groom have to begin with?
Cut Out Packet
Lesson 6: Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.
<table>
<thead>
<tr>
<th>Equation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$9 + _ = 10$</td>
<td>$2 + 9$</td>
</tr>
<tr>
<td>$9 + 3$</td>
<td>$4 + 9$</td>
</tr>
<tr>
<td>$5 + _ = 14$</td>
<td>$9 + 6$</td>
</tr>
<tr>
<td>$7 + 9$</td>
<td>$9 + _ = 17$</td>
</tr>
</tbody>
</table>

**Addition Flash Cards**

---

**Lesson 19:** Relate manipulative representations to a written method.
### Lesson 19: Relate manipulative representations to a written method.

<table>
<thead>
<tr>
<th>Addition Flash Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 + 9</td>
</tr>
<tr>
<td>10 + 9</td>
</tr>
<tr>
<td>8 + 3</td>
</tr>
<tr>
<td>4 + 8</td>
</tr>
<tr>
<td>5 + 8</td>
</tr>
<tr>
<td>8 + 6</td>
</tr>
</tbody>
</table>

---

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### Lesson 19 Fluency Template

<table>
<thead>
<tr>
<th>Addition Equation</th>
<th>Addition Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + __ = 15</td>
<td>8 + 8</td>
</tr>
<tr>
<td>9 + __ = 17</td>
<td>10 + 8</td>
</tr>
<tr>
<td>1 + 7</td>
<td>2 + __ = 9</td>
</tr>
<tr>
<td>7 + 3</td>
<td>4 + 7</td>
</tr>
</tbody>
</table>

**Addition Flash Cards**

**Lesson 19:** Relate manipulative representations to a written method.
### Lesson 19: Relate manipulative representations to a written method.

**Addition Flash Cards**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 + _ = 12$</td>
<td>$6 + 7$</td>
</tr>
<tr>
<td>$7 + _ = 14$</td>
<td>$7 + 8$</td>
</tr>
<tr>
<td>$9 + 7$</td>
<td>$7 + 10$</td>
</tr>
<tr>
<td>$1 + 6$</td>
<td>$6 + 2$</td>
</tr>
</tbody>
</table>

---

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G2-M4-Cuts-1.3-05-05.2015
**Lesson 19 Fluency Template**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + ___ = 9</td>
<td>4 + 6</td>
</tr>
<tr>
<td>6 + 5</td>
<td>6 + ___ = 12</td>
</tr>
<tr>
<td>7 + 6</td>
<td>8 + 6</td>
</tr>
<tr>
<td>9 + ___ = 15</td>
<td>6 + 10</td>
</tr>
</tbody>
</table>

**Addition Flash Cards**

---

**Lesson 19:** Relate manipulative representations to a written method.
<table>
<thead>
<tr>
<th>Addition Problems</th>
<th>Solution Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 + 1$</td>
<td>$2 + 5$</td>
</tr>
<tr>
<td>$5 + $ _ $ = 8$</td>
<td>$4 + $ _ $ = 9$</td>
</tr>
<tr>
<td>$5 + 5$</td>
<td>$6 + $ _ $ = 11$</td>
</tr>
<tr>
<td>$7 + 5$</td>
<td>$5 + 8$</td>
</tr>
</tbody>
</table>

addition flash cards

Lesson 19: Relate manipulative representations to a written method.
<table>
<thead>
<tr>
<th>5 + __ = 14</th>
<th>10 + 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 1</td>
<td>2 + 4</td>
</tr>
<tr>
<td>4 + __ = 7</td>
<td>4 + __ = 8</td>
</tr>
<tr>
<td>4 + 5</td>
<td>6 + __ = 10</td>
</tr>
</tbody>
</table>

addition flash cards
Lesson 19: Relate manipulative representations to a written method.

addition flash cards

<table>
<thead>
<tr>
<th>7 + 4</th>
<th>4 + 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + _ = 13</td>
<td>10 + 4</td>
</tr>
<tr>
<td>1 + 3</td>
<td>2 + 3</td>
</tr>
<tr>
<td>3 + _ = 6</td>
<td>4 + 3</td>
</tr>
<tr>
<td>3 + 5</td>
<td>6 + 3</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>7 + _ = 10</td>
<td>3 + _ = 11</td>
</tr>
<tr>
<td>3 + 9</td>
<td>13 = 3 + _</td>
</tr>
<tr>
<td>2 + 1</td>
<td>2 + 2</td>
</tr>
</tbody>
</table>

addition flash cards
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>+_</td>
<td>=5</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>+ 5</td>
<td>6</td>
<td>+ 2</td>
</tr>
<tr>
<td>7</td>
<td>+_</td>
<td>=9</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>+ 9</td>
<td>10</td>
<td>+ 2</td>
</tr>
</tbody>
</table>

addition flash cards

Lesson 19: Relate manipulative representations to a written method.
<table>
<thead>
<tr>
<th>9 - 2</th>
<th>10 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - 2</td>
<td>12 - 2</td>
</tr>
<tr>
<td>13 - 2</td>
<td>14 - 2</td>
</tr>
<tr>
<td>15 - 2</td>
<td>16 - 2</td>
</tr>
</tbody>
</table>

**subtraction fact flash cards set 1**
Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

<table>
<thead>
<tr>
<th>17 - 2</th>
<th>18 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 - 2</td>
<td>20 - 2</td>
</tr>
<tr>
<td>9 - 3</td>
<td>10 - 3</td>
</tr>
<tr>
<td>11 - 3</td>
<td>12 - 3</td>
</tr>
</tbody>
</table>

subtraction fact flash cards set 1
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<p>| | |</p>
<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
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</table>

**Subtraction fact flash cards set 1**

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Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>9 - 4</td>
<td>10 - 4</td>
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<td>11 - 4</td>
<td>12 - 4</td>
</tr>
<tr>
<td>13 - 4</td>
<td>14 - 4</td>
</tr>
<tr>
<td>15 - 4</td>
<td>16 - 4</td>
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subtraction fact flash cards set 1
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**Subtraction Fact Flash Cards Set 1**

<p>| | |</p>
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<tbody>
<tr>
<td>17 - 4</td>
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<tr>
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<table>
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<th></th>
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<tbody>
<tr>
<td>13</td>
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<tr>
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<td>16</td>
</tr>
<tr>
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<td>18</td>
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Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

<table>
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<tbody>
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<td>14 - 6</td>
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<tr>
<td>15 - 6</td>
<td>16 - 6</td>
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<tbody>
<tr>
<td>17</td>
<td>6</td>
</tr>
<tr>
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<td>6</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>7</td>
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</table>

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<table>
<thead>
<tr>
<th>Subtraction Fact Flash Cards Set 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 7</td>
</tr>
<tr>
<td>15 - 7</td>
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<tr>
<td>17 - 7</td>
</tr>
<tr>
<td>19 - 7</td>
</tr>
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</tr>
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</tbody>
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<table>
<thead>
<tr>
<th>subtraction fact flash cards set 1</th>
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</thead>
<tbody>
<tr>
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<td>12 - 8</td>
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<tbody>
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<td>19 - 8</td>
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</tr>
<tr>
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<td>10 - 9</td>
</tr>
<tr>
<td>11 - 9</td>
<td>12 - 9</td>
</tr>
</tbody>
</table>

subtraction fact flash cards set 1
Lesson 24 Fluency Template

Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

| 13 - 9 | 14 - 9 |
| 15 - 9 | 16 - 9 |
| 17 - 9 | 18 - 9 |
| 19 - 9 | 20 - 9 |

subtraction fact flash cards set 1