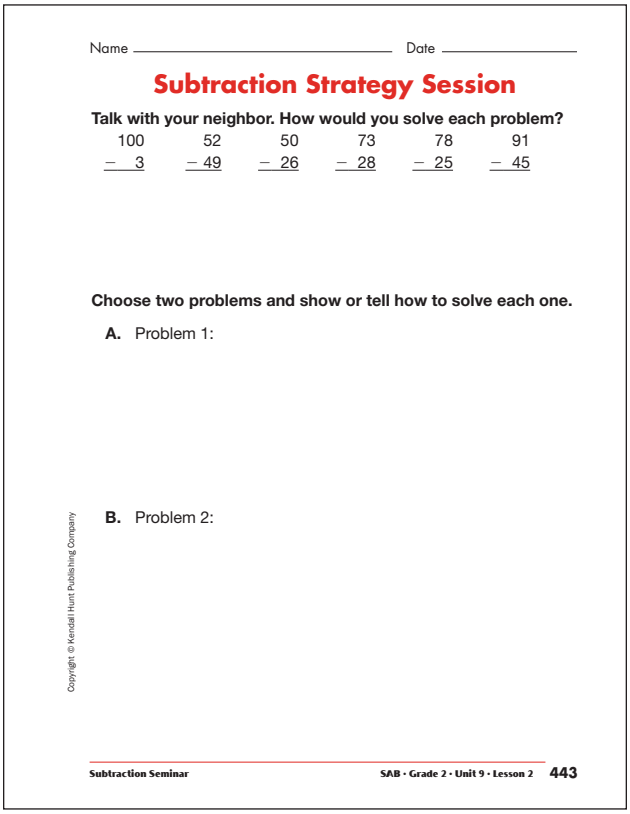

Name _____ Date _____

Subtraction Strategy Session

Talk with your neighbor. How would you solve each problem?

100	52	50	73	78	91
− 3	− 49	− 26	− 28	− 25	− 45

Choose two problems and show or tell how to solve each one.

A. Problem 1:

B. Problem 2:

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Student Activity Book

Subtraction Strategy Session (SAB p. 443) Questions A–B

* Problems and strategies will vary. Possible strategies are listed in Figure 1 of the Lesson.

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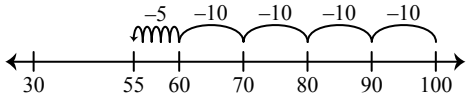
***Answers and/or discussion are included in the lesson.**

More Thinking about Subtraction (SAB pp. 445–446)

Questions 1–4

Problems and strategies will vary. Possible strategies are listed in Figure 1 of the Lesson.

1. 55¢;



2. 37¢;

3. 8¢; Possible response: I used mental math and subtracted 48¢ – 40¢ = 8¢ in my head.

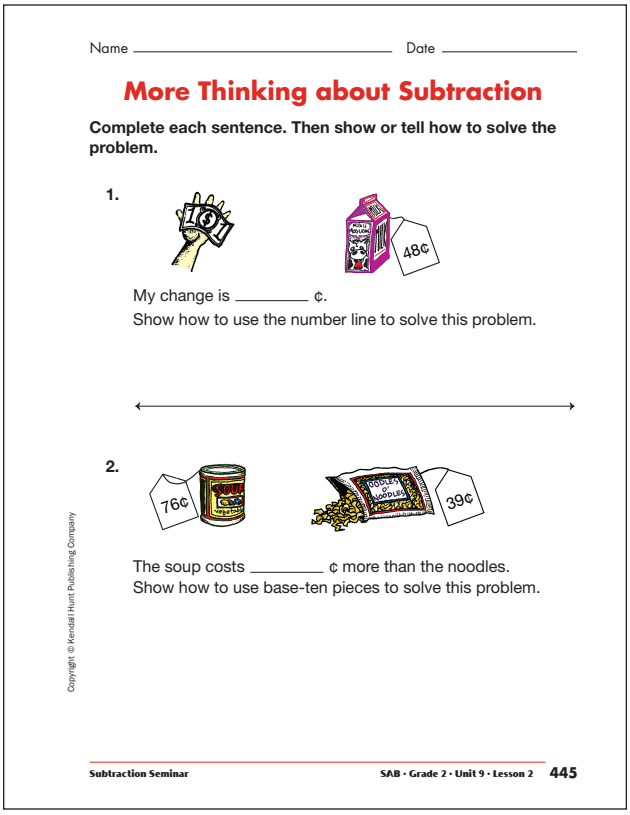
4. 18¢; Possible response:
I counted up from 57 to 75.

$57¢ + (3¢) = 60¢$

$60¢ + (10¢) = 70¢$

$70¢ + (5¢) = 75¢$

$3¢ + 10¢ + 5¢ = 18¢$



Name _____ Date _____

More Thinking about Subtraction

Complete each sentence. Then show or tell how to solve the problem.

1.

My change is _____ ¢.
Show how to use the number line to solve this problem.

2.

The soup costs _____ ¢ more than the noodles.
Show how to use base-ten pieces to solve this problem.

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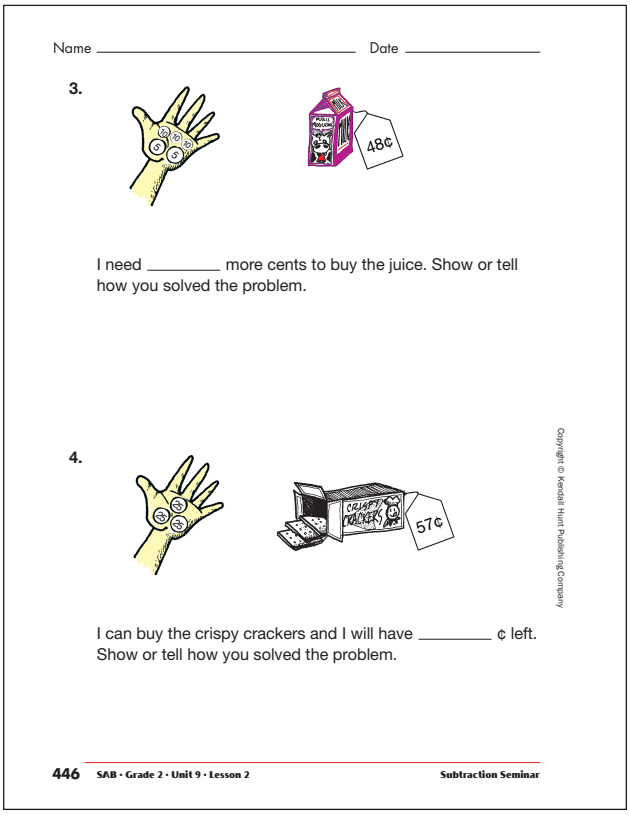

Name _____ Date _____

3.

I need _____ more cents to buy the juice. Show or tell how you solved the problem.

4.

I can buy the crispy crackers and I will have _____ ¢ left.
Show or tell how you solved the problem.

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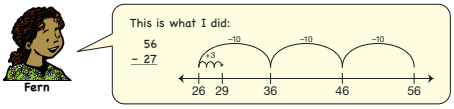
Name _____ Date _____

Check Subtraction Problems

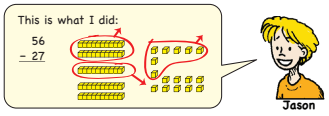
Pretend you are a teacher. Check to see how each student solved 56 – 27.

1. Fern showed her work like this:



Explain how she solved the problem.

2. Jason showed his work like this:



Explain how he solved the problem.

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Name _____ Date _____

3. Julia showed her work like this:

Explain how she solved the problem.

4. Show another way to solve 56 − 27.

Check Subtraction Problems Feedback Box	Expectation	Check In	Comments
Represent subtraction problems using base-ten pieces and number lines. [Q# 1–2]	E2		
Subtract multidigit numbers using mental math strategies (e.g., composing and decomposing numbers, counting up) with number lines, a 200 Chart, and base-ten pieces. [Q# 1–4]	E3		

	Yes . . .	Yes, but . . .	No, but . . .	No. . .
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 4]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–4]				

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Check Subtraction Problems (SAB pp. 447–448) Questions 1–4

1. Fern started at 56 on the number line. To subtract 27, she made 3 jumps of 10 back to 26. She subtracted 30 instead of 27 so she had to make 3 jumps forward and she landed on 29. The answer is 29.
2. Jason used base-ten pieces. He used 5 skinnies and 6 bits. He took 2 skinnies away and he had 3 skinnies left. Next he had to take away 7 bits, but he didn't have enough bits to take away. He took one of the leftover skinnies and exchanged it for 10 bits. Then he had 16 bits and he took 7 away. He had 2 skinnies and 9 bits left. The answer is 29.
3. Julia used money. For 56, she used 2 quarters and 6 pennies. To take away 27, she crossed out 1 quarter and 2 pennies. That leaves 1 quarter or 25 cents and 4 pennies, which is 29 cents.
4. Responses will vary. Possible response: I counted up. 27 + 3 is 30. 30 + 10 + 10 = 50. 50 + 6 = 56. 3 + 10 + 10 + 6 = 29.

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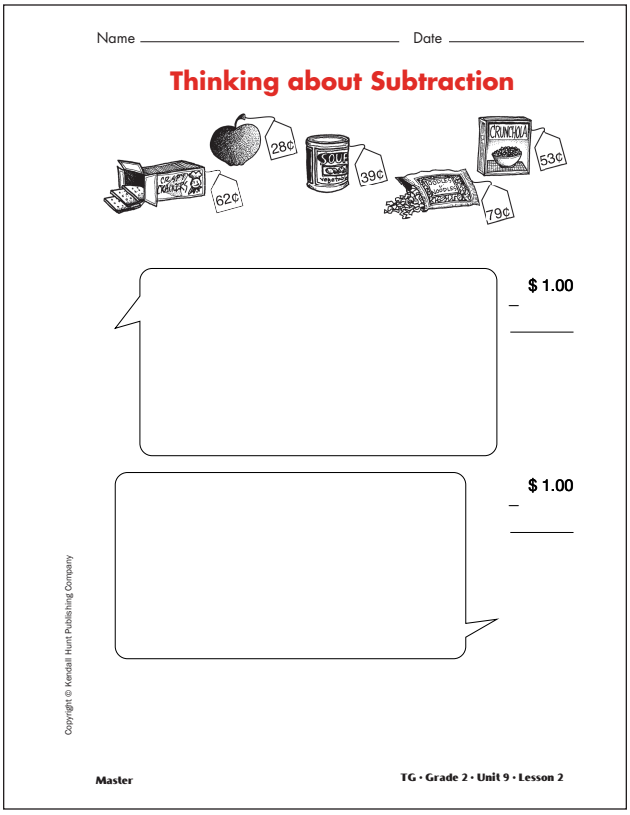
Thinking about Subtraction (TG)

* Problems and strategies will vary. See Figure 2 in the lesson for possible strategies for solving $1.00 – 39¢.


Name _____ Date _____

Thinking about Subtraction

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Master

TG • Grade 2 • Unit 9 • Lesson 2

Teacher Guide

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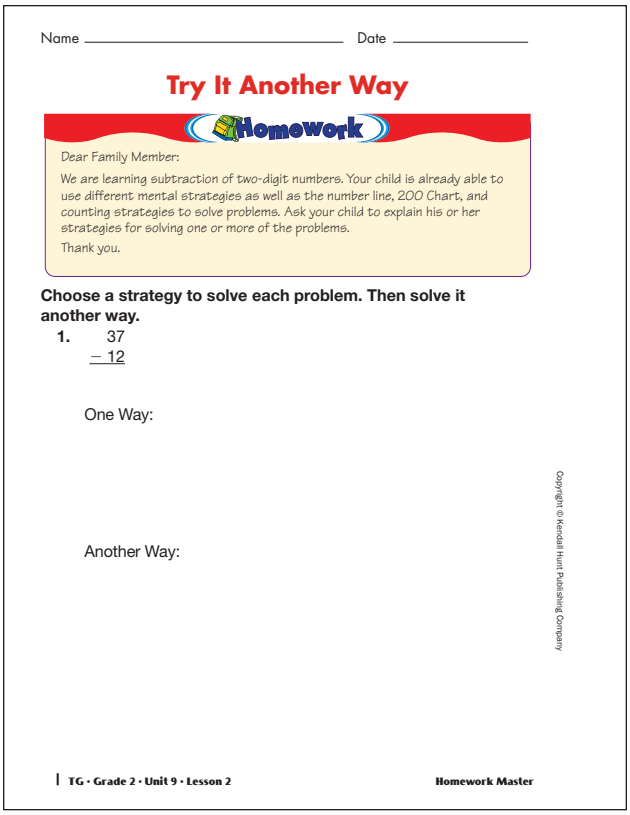
*Answers and/or discussion are included in the lesson.



Name _____ Date _____

Try It Another Way

Homework

Dear Family Member:

We are learning subtraction of two-digit numbers. Your child is already able to use different mental strategies as well as the number line, 200 Chart, and counting strategies to solve problems. Ask your child to explain his or her strategies for solving one or more of the problems.

Thank you.

Choose a strategy to solve each problem. Then solve it another way.

1. 37
− 12

One Way:

Another Way:

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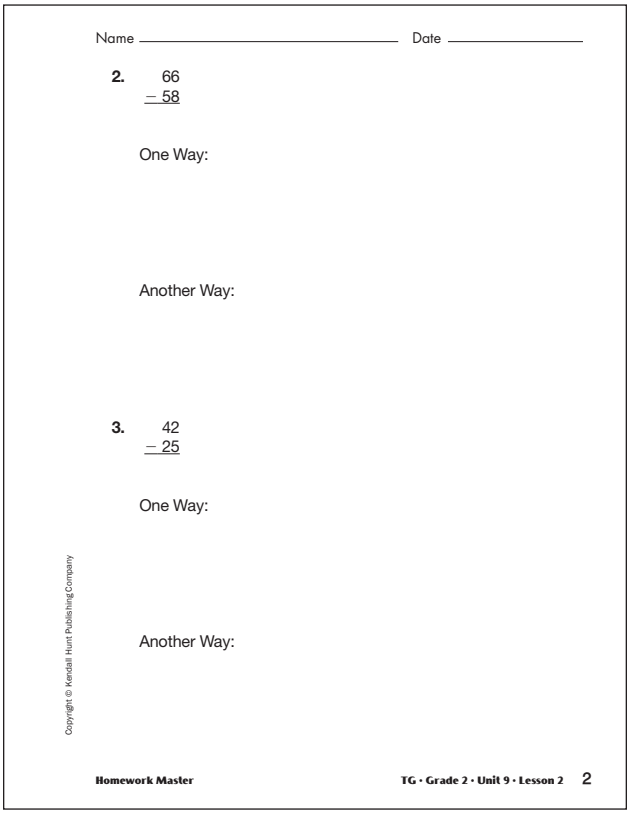

Name _____ Date _____

2. 66
− 58

One Way:

Another Way:

3. 42
− 25

One Way:

Another Way:

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Try It Another Way (TG pp. 1–2)
Homework
Questions 1–3

Strategies will vary. Possible strategies are shown for each problem.

1. One way: I used the number line. I started at 37 and made 1 jump of ten backwards to 27 and 2 backward jumps to 25.

   Another way: I used skinnies and bits. I made 3 skinnies and 7 bits for 37. I crossed out one skinny and 2 bits. My answer is 25.

2. One way: I used the 200 Chart. I started at 66 and went 6 rows above to 6. Then I moved 2 to the right and my answer is 8.

   Another way: I counted up. I started at 58 and counted up to 66: 59, 60, 61, 62, 63, 64, 65, 66. The answer is 8.

3. One way: I used money. For 42, I used 4 dimes and 2 pennies. I took away 2 dimes. I had to take away another nickel, but I didn't have enough pennies. I changed one of the leftover dimes to pennies. Then I had 12 pennies and I took away 5 pennies. I had 1 dime and 7 pennies left. My answer is 17¢

   Another Way: I used the number line. I started at 42 and I made 2 jumps of 10 and 5 jumps of one backwards. I landed at 17.

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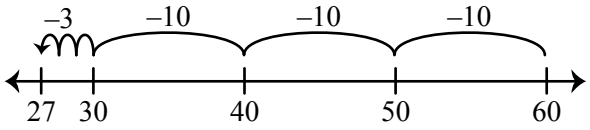
At the Playgroupd (TG pp. 1–2)
Homework
Questions 1–5

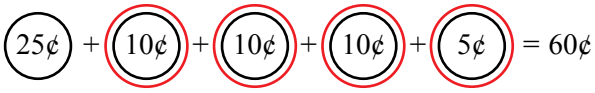
Strategies will vary. One possible strategy is given for each problem.

1. 27 girls;



60 – 33 = 27 girls

2. 35 children were not jumping rope;



60 – 25 = 35 children

3. 14 children went home;

46 + (4) = 50

50 + (10) = 60

10 + 4 = 14

60 – 46 = 14 children

4. 15 children are by the slide;

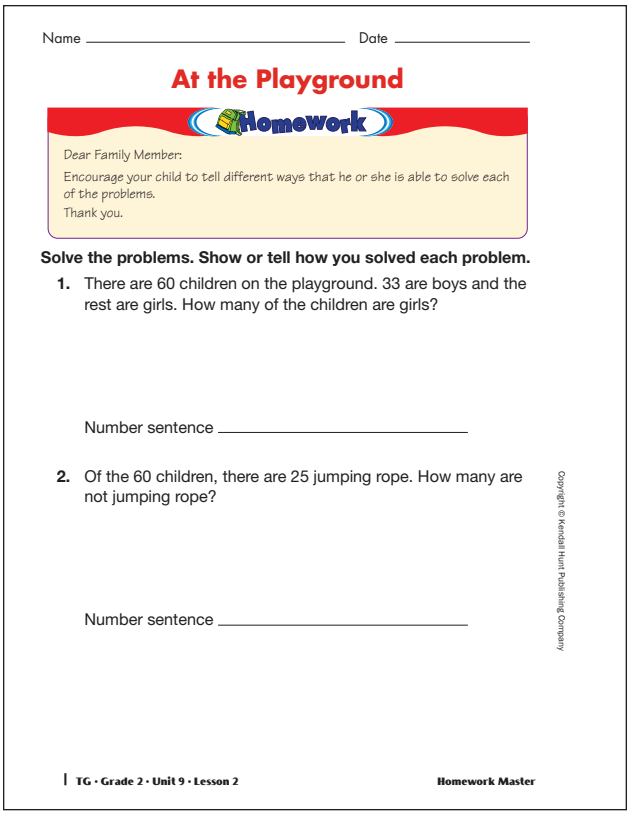
14 → 15
↑
24
↑
34

34 – 19 = 15 children

5. 16 more children playing tag;

16 + 16 = 32, so 32 – 16 = 16

32 – 16 = 16 children



Name _____ Date _____

At the Playground

Homework

Dear Family Member:

Encourage your child to tell different ways that he or she is able to solve each of the problems.

Thank you.

Solve the problems. Show or tell how you solved each problem.

1. There are 60 children on the playground. 33 are boys and the rest are girls. How many of the children are girls?

   Number sentence _____

2. Of the 60 children, there are 25 jumping rope. How many are not jumping rope?

   Number sentence _____

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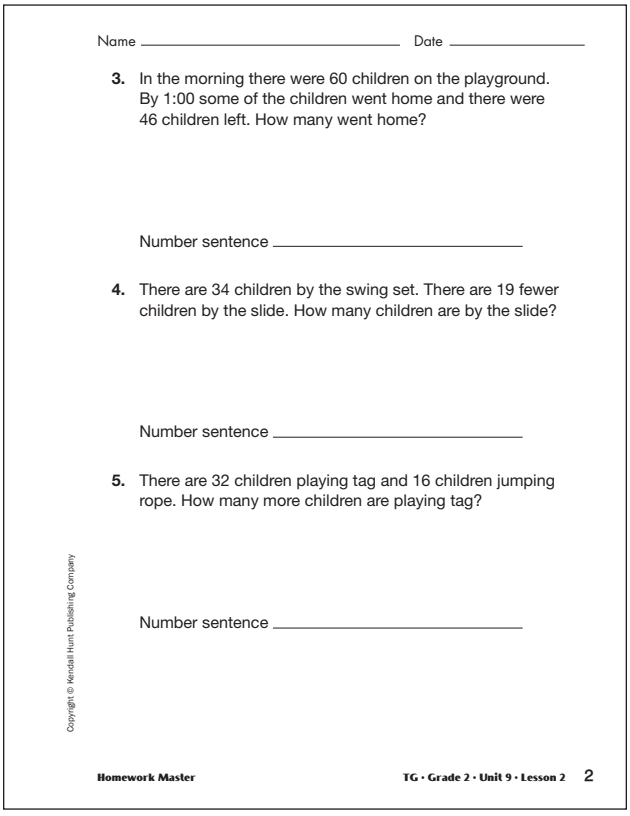

Name _____ Date _____

3. In the morning there were 60 children on the playground. By 1:00 some of the children went home and there were 46 children left. How many went home?

   Number sentence _____

4. There are 34 children by the swing set. There are 19 fewer children by the slide. How many children are by the slide?

   Number sentence _____

5. There are 32 children playing tag and 16 children jumping rope. How many more children are playing tag?

   Number sentence _____

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