

Name \_\_\_\_\_ Date \_\_\_\_\_

**Subtraction Strategy Session**

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

100	52	50	73	78	91
$\underline{\quad} - 3$	$\underline{\quad} - 49$	$\underline{\quad} - 26$	$\underline{\quad} - 28$	$\underline{\quad} - 25$	$\underline{\quad} - 45$

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

A. Problem 1:

B. Problem 2:

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**Subtraction Strategy Session  
(SAB p. 443)**

**Questions A–B**

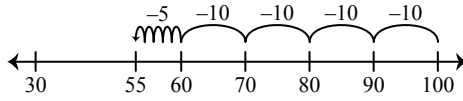
\* Problems and strategies will vary. Possible strategies are listed in Figure 1 of the Lesson.

**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.

$$57¢ + (3¢) = 60¢$$

$$60¢ + (10¢) = 70¢$$

$$70¢ + (5¢) = 75¢$$

$$3¢ + 10¢ + 5¢ = 18¢$$

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**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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Subtraction Seminar

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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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**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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**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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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 ...
<b>MPE3. Check for reasonableness.</b> I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 4]				
<b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–4]				

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