

Name _____ Date _____

Unit 11: Home Practice

Part 1 Subtraction Flash Cards: Group C
 Take home your Triangle Flash Cards: Group C. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Update your *Subtraction Facts I Know* chart. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

Part 2 Subtraction Practice with Tens and Hundreds

A. $10 - 2 = \square$ D. $\square = 10 - 4$ G. $\square = 11 - 4$
 B. $100 - 20 = \square$ E. $\square = 100 - 40$ H. $\square = 110 - 40$
 C. $1000 - 200 = \square$ F. $\square = 1000 - 400$ I. $\square = 1100 - 400$

J. Show or tell how you would use addition to solve Question G.

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Part 3 Fact Families

1. Complete each fact family.

A. $7 + 3 = \square$ B. $6 + 5 = \square$ C. $3 + 6 = \square$

D. $10 - 5 = \square$ E. $11 - 2 = \square$ F. $9 - 7 = \square$

2. Tell if each number sentence is true or false. If it is false, rewrite the problem and make it true.

A. $10 - 2 = 2 + 6$ _____
 B. $70 + 30 = 90 + 11$ _____
 C. $5 + 3 = 9 - 1$ _____

D. Show or tell how you solved Question B.

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Part 2. Subtraction Practice with Tens and Hundreds (TG p. 1)

Questions A–J

- A. $10 - 2 = \boxed{8}$
 B. $100 - 20 = \boxed{80}$
 C. $1000 - 200 = \boxed{800}$
 D. $\boxed{6} = 10 - 4$
 E. $\boxed{60} = 100 - 40$
 F. $\boxed{600} = 1000 - 400$
 G. $\boxed{7} = 11 - 4$
 H. $\boxed{70} = 110 - 40$
 I. $\boxed{700} = 1100 - 400$
 J. Possible responses: I know $10 - 4 = 6$, so $11 - 4$ is one more, or 7; I know $7 + 4 = 11$, so $11 - 4 = 7$.

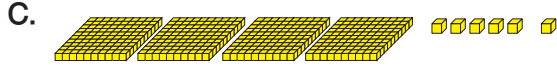
Part 3. Fact Families (TG p. 2)

Questions 1–2

- I. A. 10 B. 11
 $3 + 7 = 10$ $5 + 6 = 11$
 $10 - 7 = 3$ $11 - 5 = 6$
 $10 - 3 = 7$ $11 - 6 = 5$
- C. 9 D. 5
 $6 + 3 = 9$ $5 + 5 = 10$
 $9 - 6 = 3$
 $9 - 3 = 6$
- E. 9 F. 2
 $11 - 9 = 2$ $9 - 2 = 7$
 $9 + 2 = 11$ $7 + 2 = 9$
 $2 + 9 = 11$ $2 + 7 = 9$
2. A. True
 B. False;
 $70 + 30 = 90 + 10$ or
 $70 + 30 + 1 = 90 + 11$
 C. True
 D. Responses will vary. Students should see after adding tens that $90 + 11$ is one more than $70 + 30$.

Part 4. Name the Number (TG p. 3)
Questions 1–2

1. A. Possible response: $200 + 190 + 16$.
 B. 406

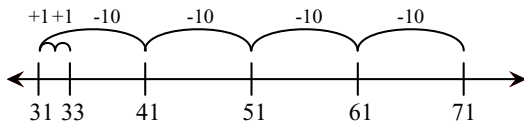


2. A. 151; Possible number sentence:
 $20 + 132 - 1 = 151$
 B. 29; $71 - 42 = 29$
 C. 112; $56 + 56 = 112$
 D. 95; $95 + 95 = 190$
 E. Responses will vary. Possible response:
 I know that $50 + 50 = 100$ and
 $45 + 45 = 90$, so $50 + 45 = 95$

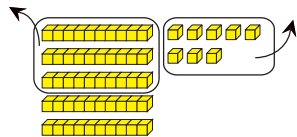
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Part 5. Help Them Finish: Subtraction (TG p. 4)
Questions 1–2

1. A. 33; strategies will vary. Possible response:



- B. 20



- C. 28; $60 + 5 = 50 + 15$
 $30 + 7 = 30 + 7$
 $20 + 8 = 28$

2. A. 43; strategies will vary.
 B. 9; strategies will vary.

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Part 4 Name the Number

1. A. Write a number sentence for the base-ten pieces.

B. What number is shown? _____

C. Show the number using the fewest pieces.

2. Find the number using the clues. Write a number sentence for each.

A. I am 19 more than 132. What number am I? _____

Number sentence _____

B. I am 42 less than 71. What number am I? _____

Number sentence _____

C. I am 56 doubled. What number am I? _____

Number sentence _____

D. I am half of 190. What number am I? _____

Number sentence _____

E. Explain how you found your answer for Question D.

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Part 5 Help Them Finish: Subtraction

1. Three students started to solve these problems. Help them finish.

A.
$$\begin{array}{r} 71 \\ -38 \\ \hline \end{array}$$

B.
$$\begin{array}{r} 58 \\ -38 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 65 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} 60 + 5 \\ \underline{30 + 7} \\ \hline \end{array}$$

2. Choose your own strategy or method to solve. Use the *Subtraction Strategies Menu* in the *Student Activity Book Reference* section.

A.
$$\begin{array}{r} 92 \\ -49 \\ \hline \end{array}$$
 B.
$$\begin{array}{r} 38 \\ -29 \\ \hline \end{array}$$

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Part 6 Help Them Finish: Addition

Julia, Mark, Levi, and Emily started the problem below. Help the students finish the problem using their strategies. Use the *Addition Strategies Menu* in the *Student Activity Book Reference* section.

1. $69 + 47 =$

Levi's method:

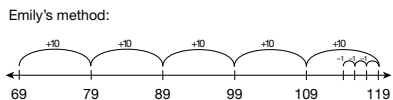
$$\begin{array}{r} 69 = 60 + 9 \\ + 47 = \end{array}$$

2. $69 + 47 =$

Julia's method:

$$\begin{array}{r} 1 \\ 69 \\ + 47 \end{array}$$

3. $69 + 47 =$



Number sentence _____

4. $69 + 47 =$

Mark's method:

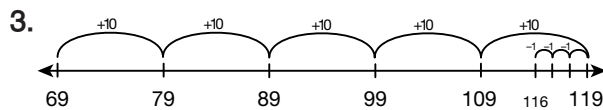
$$\begin{array}{r} 69 \\ + 47 \\ \hline 100 \\ + \end{array}$$

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Part 6. Help Them Finish: Addition (TG p. 5) Questions 1–4

1.
$$\begin{array}{r} 69 = 60 + 9 \\ + 47 = 40 + 7 \\ \hline 100 + 16 = 116 \end{array}$$

2.
$$\begin{array}{r} 1 \\ 69 \\ + 47 \\ \hline 116 \end{array}$$



Number sentence $69 + 50 - 3 = 116$

4.
$$\begin{array}{r} 69 \\ + 47 \\ \hline 100 \\ + 16 \\ \hline 116 \end{array}$$

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