AchieveMath

Student Book

Volume 2

Name:

Catapult Learning™

Unit 4:

Subtract within 100

Catapult Learning™

Catapult Learning™

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Little Libraries

1. The library has 34 books. Matt takes 21. How many books are left?

Tens	Ones

34 – 21 = ☐

_____ books

2. The library had 63 books. 12 are left. How many books were taken?

Tens	Ones

63 – 12 = ☐

_____ books

3. The library has 46 books. Nora takes 32. How many books are left?

Tens	Ones

46 – 32 = ☐

_____ books

4. The library had 89 books. 25 are left. How many books were taken?

Tens	Ones

89 – 25 = ☐

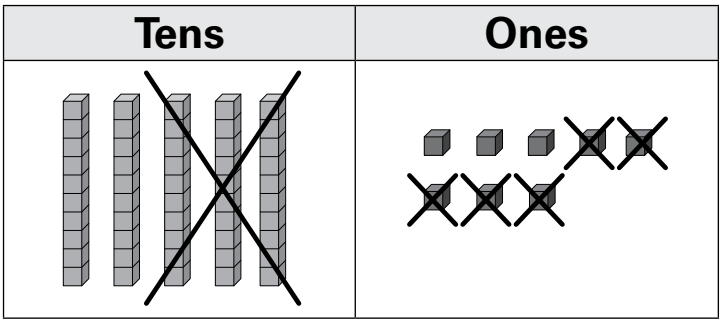
_____ books

Directions: Have students record the number of tens and ones in the whole and the known part. Then have them model the subtraction with base-10 blocks on a place value mat and complete the equation.

Book Donations

1. Oak Street Library

$$\begin{array}{r} 58 \\ -35 \\ \hline 23 \end{array}$$



2. Maple Street Library

$$\begin{array}{r} 47 \\ -15 \\ \hline \end{array}$$

3. Pine Street Library

$$\begin{array}{r} 39 \\ -12 \\ \hline \end{array}$$

4. Park Street Library

$$\begin{array}{r} 43 \\ -31 \\ \hline \end{array}$$

5. Lake Street Library

$$\begin{array}{r} 27 \\ -14 \\ \hline \end{array}$$

6. Hill Street Library

$$\begin{array}{r} 53 \\ -22 \\ \hline \end{array}$$

7. Elm Street Library

$$\begin{array}{r} 66 \\ -41 \\ \hline \end{array}$$

8. Walnut Street Library

$$\begin{array}{r} 99 \\ -56 \\ \hline \end{array}$$

9. School Street Library

$$\begin{array}{r} 74 \\ -63 \\ \hline \end{array}$$

Directions: Have students model the subtraction with base-10 blocks on a place value mat and write the difference.

Lesson 24 Exit Ticket

1. Subtract.

37 has _____ tens and _____ ones.

16 has _____ ten and _____ ones.

$$\begin{array}{r} 37 \\ -16 \\ \hline \square \end{array}$$

2. Subtract.

55 has _____ tens and _____ ones.

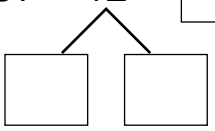
23 has _____ tens and _____ ones.

$$\begin{array}{r} 55 \\ -23 \\ \hline \square \end{array}$$

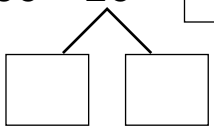
Directions: Have students record the number of tens and ones in both numbers in the problem. Then have them model the subtraction with base-10 blocks on a place value mat and record the difference.

Extra Practice: Yard Sale

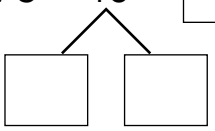
1. 37 – 12 = ☐



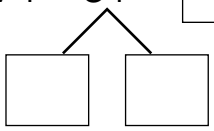
2. 56 – 26 = ☐



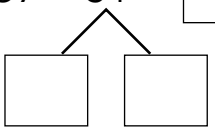
3. 75 – 40 = ☐



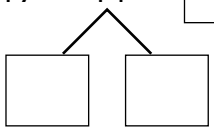
4. 74 – 31 = ☐



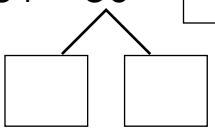
5. 87 – 51 = ☐



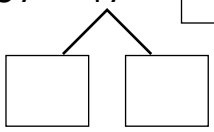
6. 47 – 41 = ☐



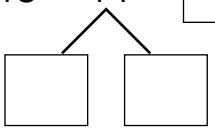
7. 91 – 30 = ☐



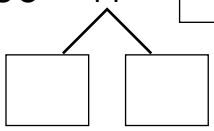
8. 57 – 17 = ☐



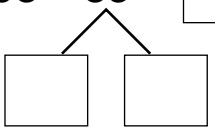
9. 45 – 44 = ☐



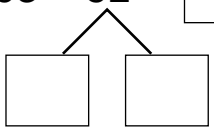
10. 96 – 11 = ☐



11. 98 – 83 = ☐

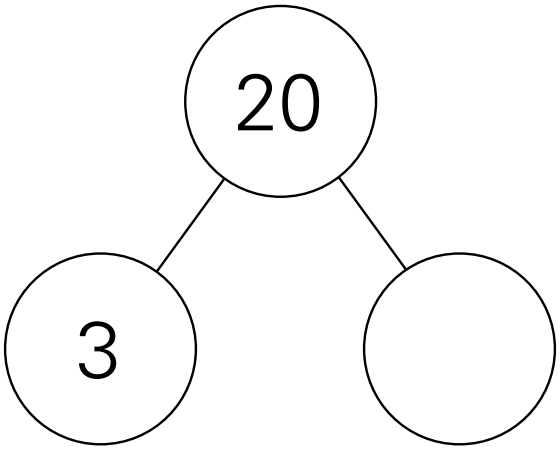


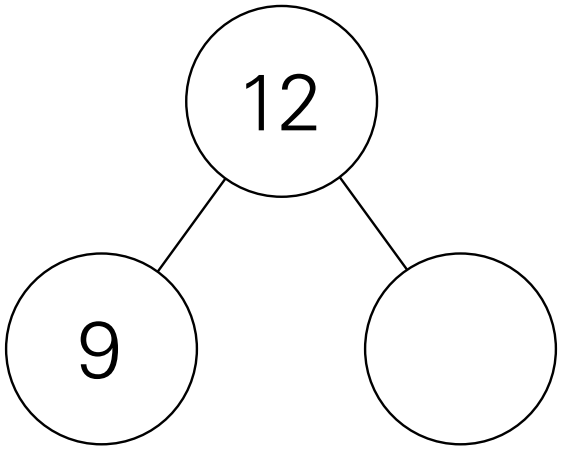
12. 63 – 52 = ☐

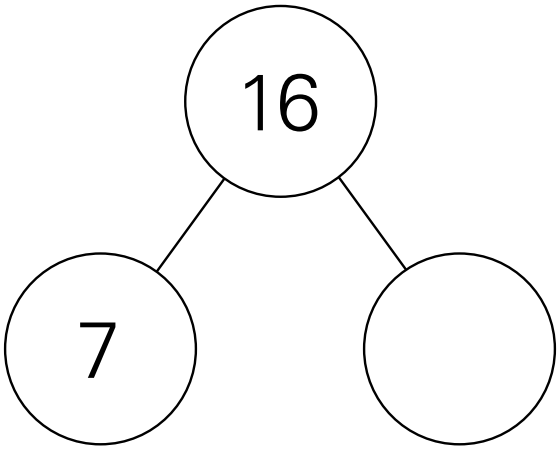


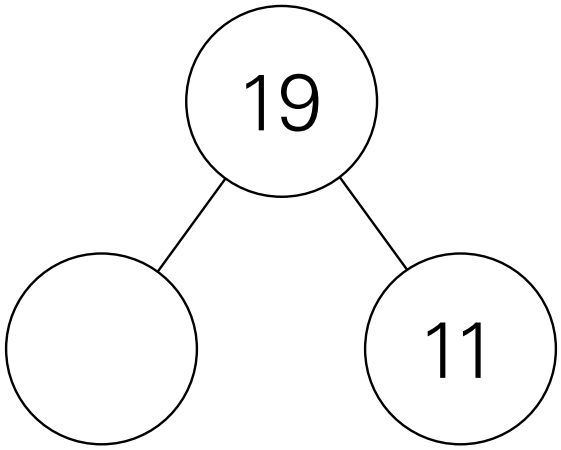
Directions: Have students model the whole with base-10 blocks on a place value mat. Then have them use the number bond to subtract by splitting the number into tens and ones and complete the equation.

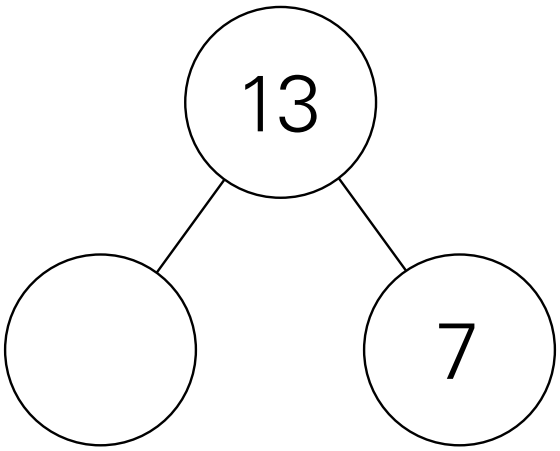
Number Bonds

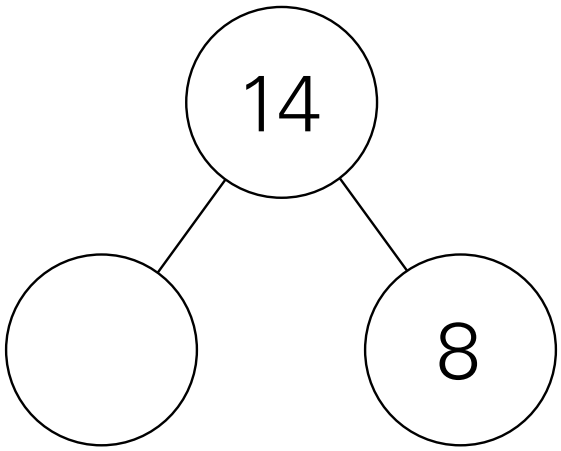












Place Value Charts (Tens and Ones)

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

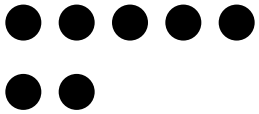
Tens	Ones

Tens	Ones

Ice-Cream Social

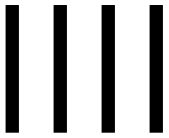
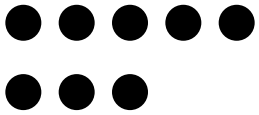
1. Strawberry

77 – 23 = ☐

Tens	Ones
	
_____ tens	_____ ones

2. Vanilla

48 – 17 = ☐

Tens	Ones
	
_____ tens	_____ ones

3. Chocolate

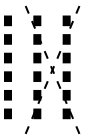
64 – 42 = ☐

Tens	Ones
	
_____ tens	_____ ones

Directions: Have students cross out tens and ones to subtract. Have students record the remaining number of tens and ones, then complete the equation.

Ice-Cream Servings

1. Cups: 36 – 22 = 14

Tens	Ones
	

2. Wafer Cones: 45 – 11 = ☐

Tens	Ones

3. Sugar Cones: 57 – 32 = ☐

Tens	Ones

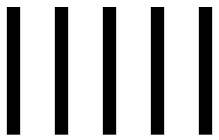
4. Waffle Cones: 44 – 33 = ☐

Tens	Ones

Directions: Have students model each problem with base-10 drawings, crossing out tens and ones to subtract. Then have students complete the equation.

Lesson 25 Exit Ticket

1. 55 – 24 = ☐

Tens	Ones
	
_____ tens	_____ one

2. 68 – 43 = ☐

Tens	Ones

3. 47 – 21 = ☐

Tens	Ones

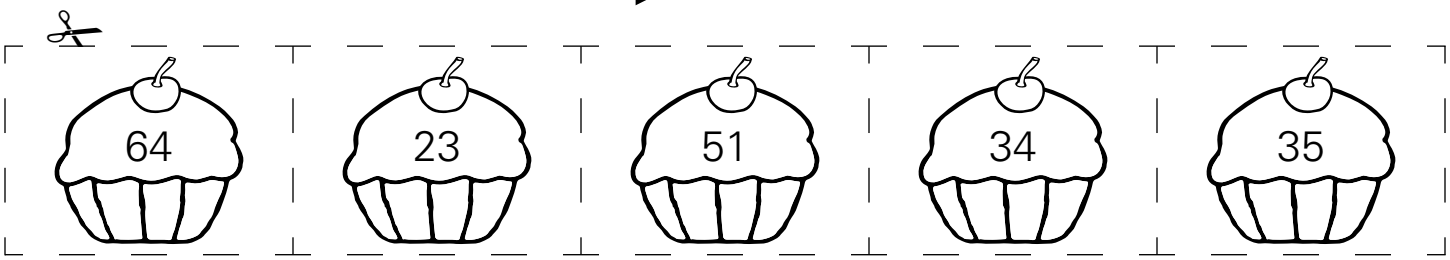
Directions: 1) Have students cross out tens and ones to subtract. Have students record the remaining number of tens and ones, then complete the equation. **2–3)** Have students model each subtraction equation with base-10 drawings. Students cross out tens and ones to subtract. Then have students complete the equation.

Extra Practice: Desserts Galore

74 – 23 =	Tens	Ones
68 – 45 =	Tens	Ones
49 – 14 =	Tens	Ones
87 – 53 =	Tens	Ones
95 – 31 =	Tens	Ones

Directions: Have students cut out the cupcakes on page 13. Have students model each problem with base-10 drawings and cross out tens and ones to subtract. Then have students find the cupcake with the matching difference and glue it below the equation.

Cupcakes



Runaway Dogs

1. Zeek ran 53 blocks. Rusty ran 31 blocks.

53 – ☐ = 31 Zeek ran _____ more blocks than Rusty.

2. Buck ran 79 blocks. Mickey ran 43 blocks.

79 – ☐ = 43 Buck ran _____ more blocks than Mickey.

3. Fudge ran 47 blocks. Bongo ran 34 blocks.

47 – ☐ = 34 Fudge ran _____ more blocks than Bongo.

Directions: Have students complete the number line and equation to show the subtraction.

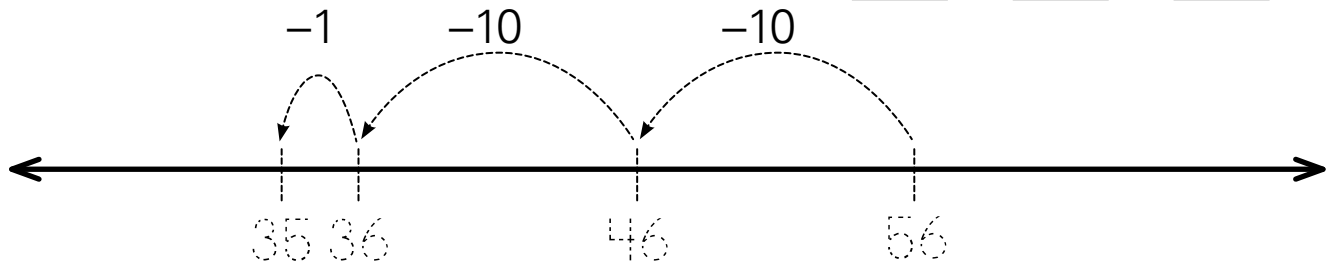
Rescue Cats

1.

Cat	Distance
Sleepy	56 miles
Wizard	35 miles

Subtract: 56 − 21 = 35

Add to check: 35 + 21 = 56



2.

Cat	Distance
Claw	67 miles
Fang	33 miles

Subtract: ☐ − ☐ = ☐

Add to check: ☐ + ☐ = ☐

3.

Cat	Distance
Queen	99 miles
Kitty	62 miles

Subtract: ☐ − ☐ = ☐

Add to check: ☐ + ☐ = ☐

4.

Cat	Distance
Raven	67 miles
Charm	31 miles

Subtract: ☐ − ☐ = ☐

Add to check: ☐ + ☐ = ☐

Directions: Have students use a number line to subtract and write a subtraction equation. Then have students write an addition equation to check their work.

Lesson 26 Exit Ticket

1. 75 – ☐ = 42

Add to check: ☐ + ☐ = ☐

2. 89 – ☐ = 25

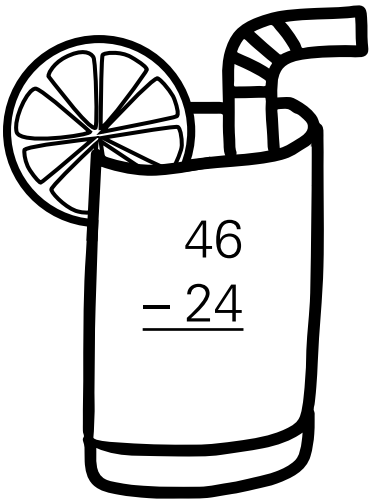
Add to check: ☐ + ☐ = ☐

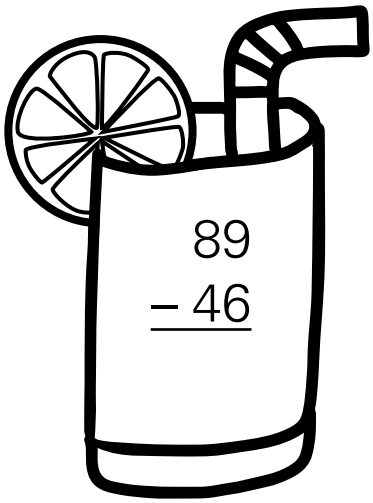
3. 77 – ☐ = 36

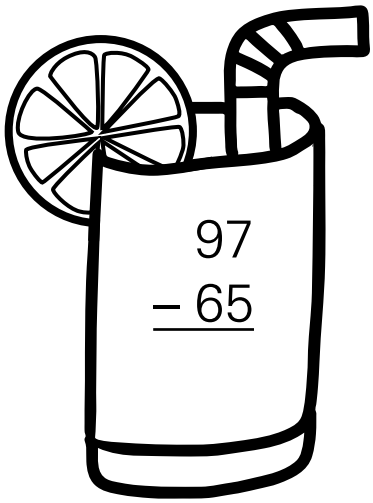
Add to check: ☐ + ☐ = ☐

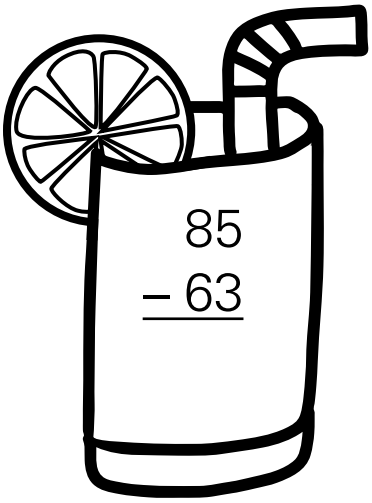
Directions: Have students use the number line to subtract. Then have students complete the subtraction equation and write an addition equation to check their work.

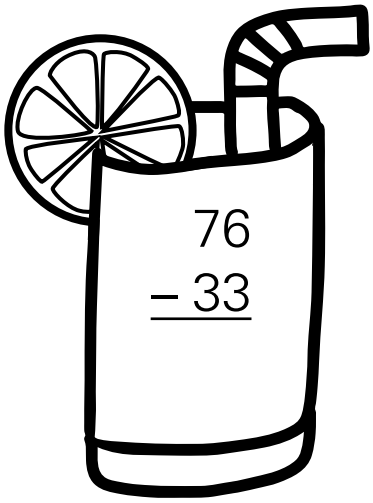
Extra Practice: Lemonade Truck

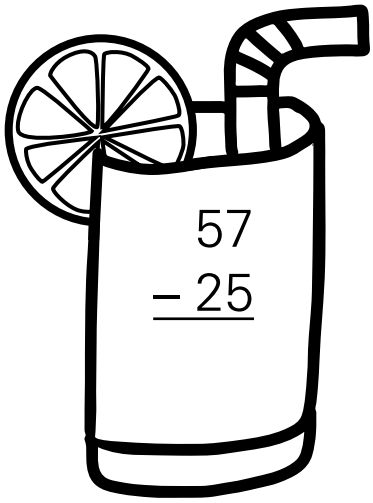












Color Key

Difference	Color
32	red
43	yellow
22	blue

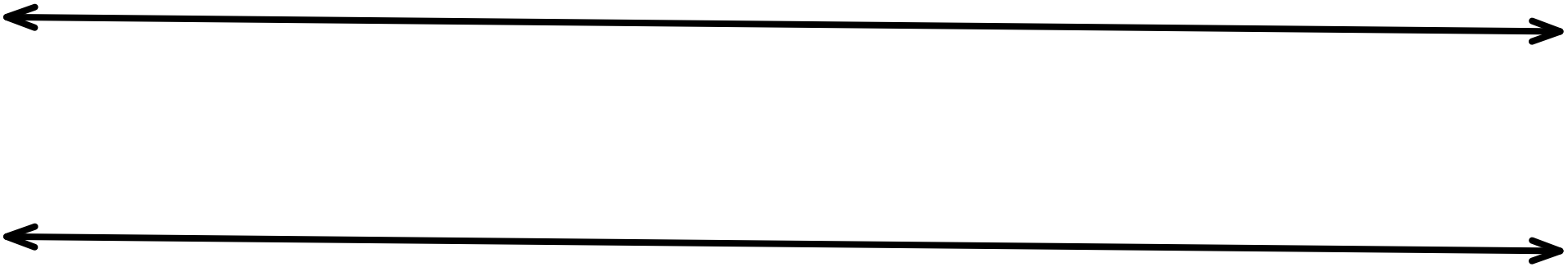
Directions: Have students use a number line to subtract and use addition to check their subtraction. Then have students color the lemonade cups according to the color key.

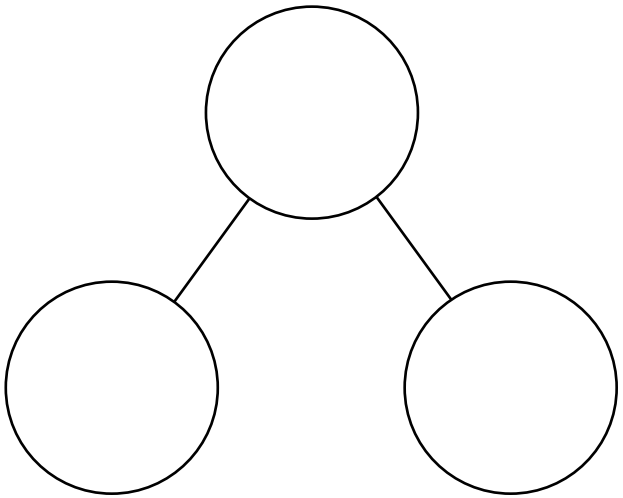
How Much Farther?

Gabi and Ralph

How Much Farther?

Sparky and Fritz





Open Number Lines

Open Number Lines

Open Number Lines

Open Number Lines

Where Are You?

1. 28 – 12

27 – _____

26 – 10 = _____

So, 28 – 12 = _____

2. 57 – 43

56 – _____

55 – _____

54 – _____ = _____

So, 57 – 43 = _____

3. 39 – 15

38 – _____

37 – _____

36 – _____

35 – _____

34 – _____ = _____

So, 39 – 15 = _____

4. 67 – 34

66 – _____

65 – _____

64 – _____

63 – _____ = _____

So, 67 – 34 = _____

5. 87 – 23

86 – _____

85 – _____

84 – _____ = _____

So, 87 – 23 = _____

6. 37 – 25

36 – _____

35 – _____

34 – _____

33 – _____

32 – _____ = _____

So, 37 – 25 = _____

Directions: Students complete number strings to use constant difference in solving a subtraction equation.

Find Me!

1. 76 – 52 = ?

– 2 – 2

74 – 50 = 24

So, 76 – 52 = 24

2. 38 – 27 = ?

– ☐ – ☐

_____ – _____ = _____

So, 38 – 27 = _____

3. 45 – 12 = ?

– ☐ – ☐

_____ – _____ = _____

So, 45 – 12 = _____

4. 79 – 56 = ?

– ☐ – ☐

_____ – _____ = _____

So, 79 – 56 = _____

5. 68 – 44 = ?

– ☐ – ☐

_____ – _____ = _____

So, 68 – 44 = _____

6. 59 – 28 = ?

– ☐ – ☐

_____ – _____ = _____

So, 59 – 28 = _____

7. 79 – 54 = ?

– ☐ – ☐

_____ – _____ = _____

So, 79 – 54 = _____

8. 56 – 35 = ?

– ☐ – ☐

_____ – _____ = _____

So, 56 – 35 = _____

Directions: Have students subtract the same number from the whole and the part so the part is a multiple of 10. Then have students use constant difference to find the difference.

Lesson 27 Exit Ticket

1. 37 – 22

36 – _____

35 – _____ = _____

So, 37 – 22 = _____

2. 69 – 23

68 – _____

67 – _____

66 – _____ = _____

So, 69 – 23 = _____

3. 86 – 23 = ?

– ☐ – ☐

_____ – _____ = _____

So, 86 – 23 = _____

4. 58 – 37 = ?

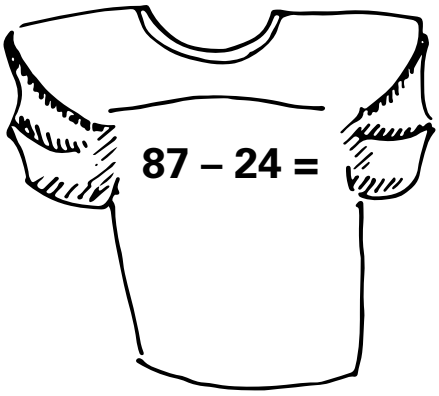
– ☐ – ☐

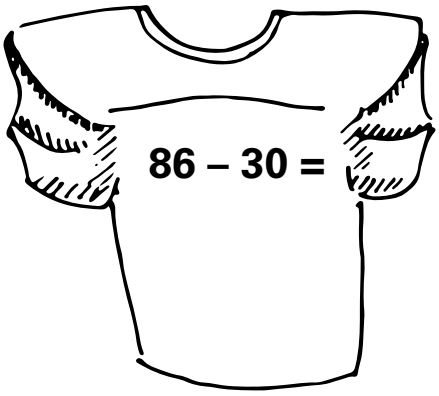
_____ – _____ = _____

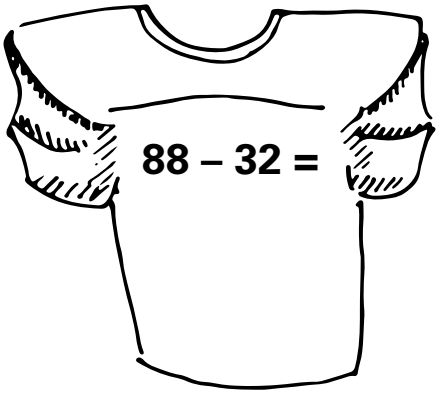
So, 58 – 37 = _____

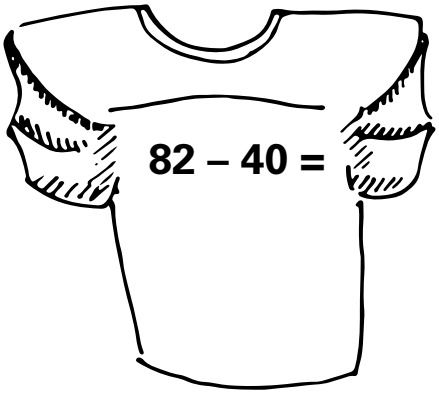
Directions: 1–2) Have students complete the number strings to solve the equations. **3–4)** Have students subtract the same number from the whole and from the part, so the part is a multiple of 10. Then they use constant difference to find the difference.

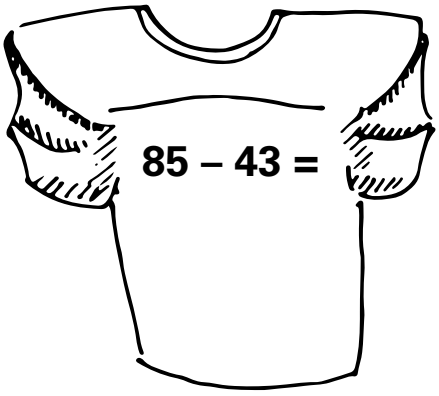
Extra Practice: Football Jerseys

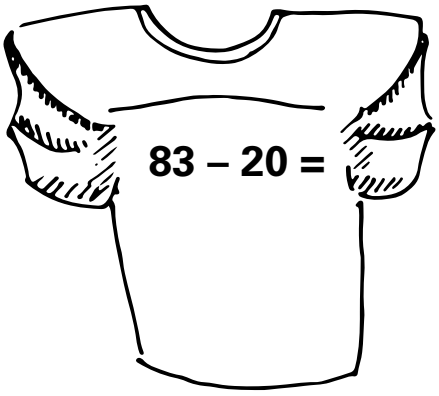












Directions: Have students draw a line to match the expression on the left with an expression on the right with the same constant difference. Have students use constant difference to find the difference and write the difference on each shirt.

Constant Difference

Pet Food Drive

1. How many tens and ones in 54?

54 =

Tens	Ones

54 – 16 = ?

Regroup _____ ten for _____ ones.

How many tens and ones in 54 now?

54 =

Tens	Ones

54 – 16 = ☐

2. How many tens and ones in 42?

42 =

Tens	Ones

42 – 18 = ?

Regroup _____ ten for _____ ones.

How many tens and ones in 42 now?

42 =

Tens	Ones

42 – 18 = ☐

3. How many tens and ones in 35?

35 =

Tens	Ones

35 – 27 = ?

Regroup _____ ten for_____ ones.

How many tens and ones in 35 now?

35 =

Tens	Ones

35 – 27 = ☐

Directions: Have students model each whole with base-10 blocks and fill in the first chart to show how many tens and ones. Then have students regroup a ten for 10 ones as needed and show the regrouping in the second chart. Then have students subtract and complete the subtraction equation.

Dog Food

1.

January: Good Boy Shelter	
Cans Collected	**Cans Donated**
44	29

44 – 29 = 15

2.

February: Have A Ball Shelter	
Cans Collected	**Cans Donated**
31	17

31 – 17 = ☐

3.

March: Fetch Shelter	
Cans Collected	**Cans Donated**
52	36

52 – 36 = ☐

4.

April: Happy Howl Shelter	
Cans Collected	**Cans Donated**
60	48

60 – 48 = ☐

5.

May: Second Chance Shelter	
Cans Collected	**Cans Donated**
82	38

82 – 38 = ☐

6.

June: Playful Pup Shelter	
Cans Collected	**Cans Donated**
91	75

91 – 75 = ☐

Directions: Have students subtract using base-10 blocks and then complete the equation.

Lesson 28 Exit Ticket

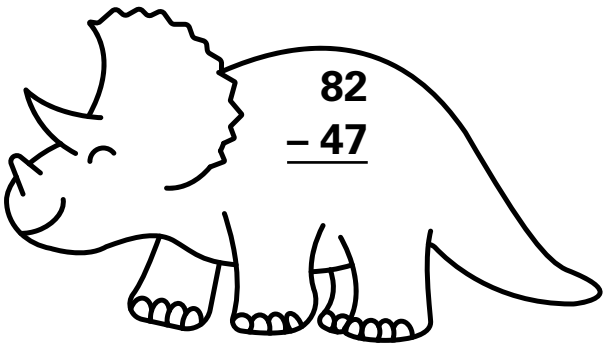
1. 34 – 17 = ☐

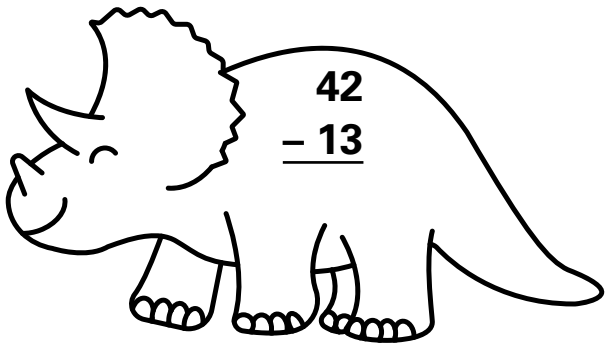
2. 63 – 25 = ☐

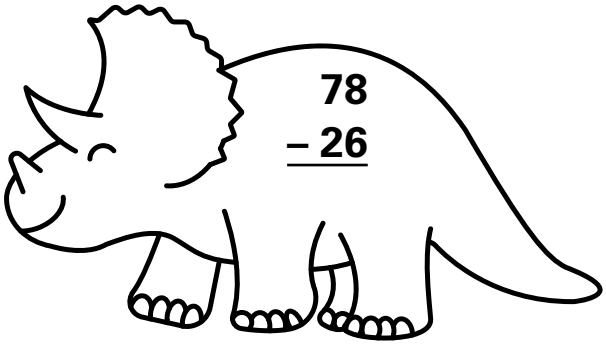
3. 51 – 39 = ☐

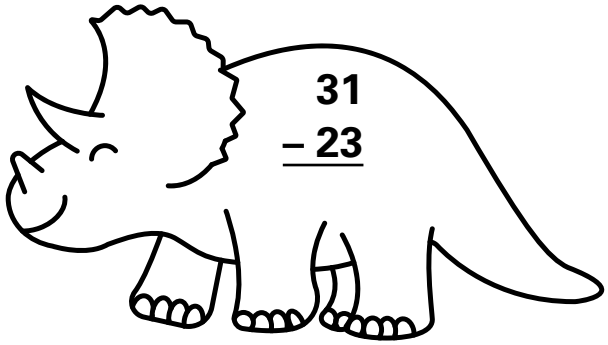
Directions: Have students subtract using base-10 blocks and complete the equation.

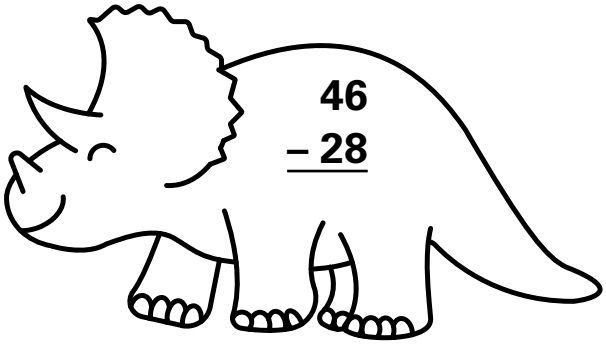
Extra Practice: Dinosaur Books

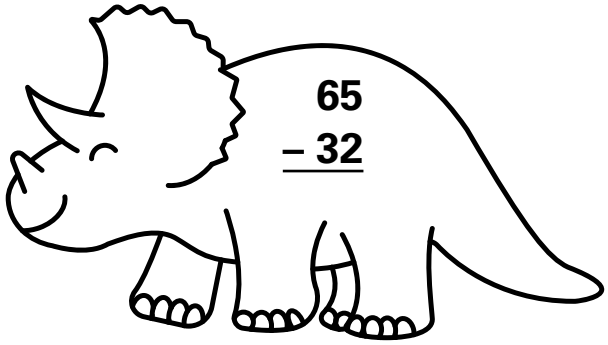


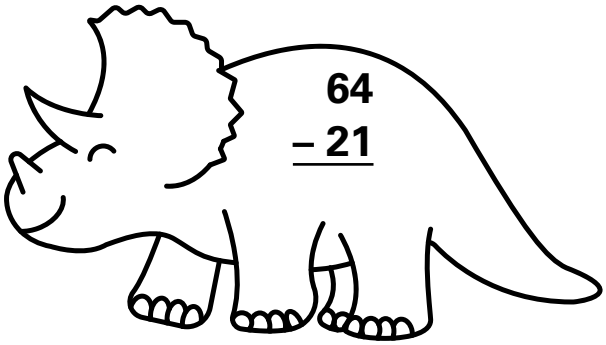


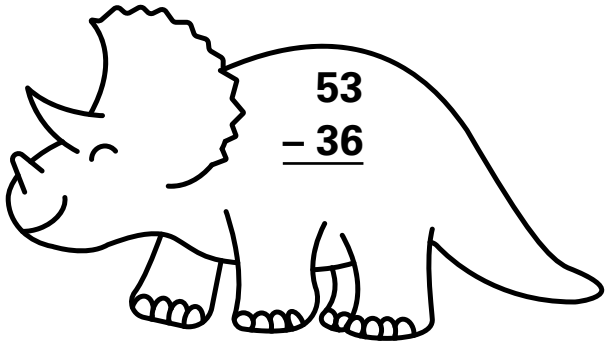












Directions: Have students model each subtraction problem with base-10 blocks and write the difference. If the problem requires regrouping, have students color the dinosaur yellow. If the problem does not require regrouping, have them color the dinosaur green.

Apple Picking

1. 45 – 17 = ☐

Tens	Ones

2. 33 – 14 = ☐

Tens	Ones

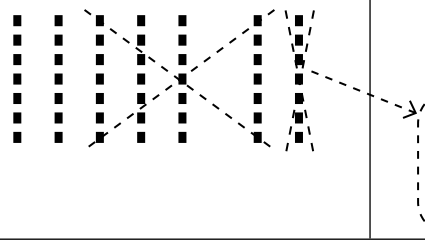
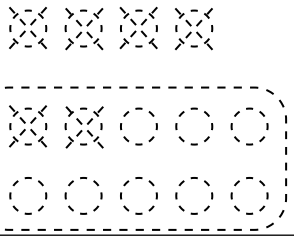
3. 52 – 29 = ☐

Tens	Ones

Directions: Have students use base-10 drawings to subtract. Students should show regrouping and complete the equation.

Farm Visit

1. Peaches 74 – 46 = ?

Tens	Ones
	

There are
28 peaches left.

2. Plums 83 – 57 = ?

Tens	Ones

There are
_____ plums left.

3. Pumpkins 55 – 18 = ?

Tens	Ones

There are
_____ pumpkins left.

4. Carrots 95 – 29 = ?

Tens	Ones

There are
_____ carrots left.

Directions: Have students use base-10 drawings to subtract. Students should show regrouping and complete the sentence.

Lesson 29 Exit Ticket

1. 63 – 48 = ☐

Tens	Ones

2. 92 – 55 = ☐

Tens	Ones

3. 80 – 27 = ☐

Tens	Ones

Directions: Have students use base-10 drawings to subtract. Students should show regrouping and complete the equation.

Extra Practice: Ice-Cream Sales

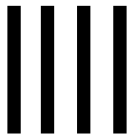
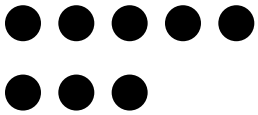
48 – 29 = ☐

Tens	Ones
	

62 – 34 = ☐

Tens	Ones
	

94 – 38 = ☐

Tens	Ones
	

Directions: Have students draw a line to match the equation to the whole shown on the place value mat. Then have them draw to subtract and complete the equation.

Place Value Mat (Tens and Ones)

Tens	Ones

Place Value Mat (Tens and Ones)

Tens	Ones

Place Value Mat (Tens and Ones)

Tens	Ones

Place Value Mat (Tens and Ones)

Tens	Ones

School Backpacks

1. 44 backpacks and 29 markers

44 – 29 = ☐ Add to check: ☐ + ☐ = ☐

They need _____ markers.

2. 83 backpacks and 57 erasers

83 – 57 = ☐ Add to check: ☐ + ☐ = ☐

They need _____ erasers.

3. 51 backpacks and 23 folders

51 – 23 = ☐ Add to check: ☐ + ☐ = ☐

They need _____ folders.

4. 84 backpacks and 67 glue sticks

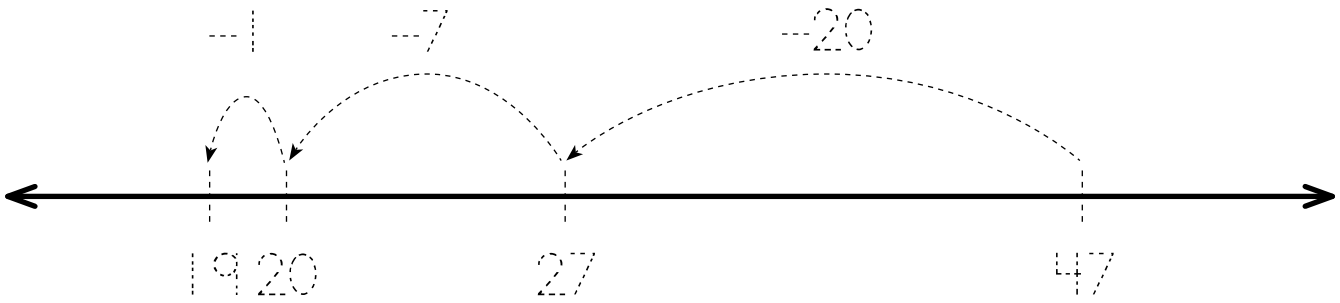
84 – 67 = ☐ Add to check: ☐ + ☐ = ☐

They need _____ glue sticks.

Directions: Students use a number line to subtract and complete the equation. Then they write the related addition equation and use a number line to check their work.

School Supplies

1. Inaya's class has 28 pencils. They need 47. How many more do they need?



47 – 28 = [19] Add to check: [28] + [19] = [47]

They need 19 pencils.

2. Inaya's class has 38 rulers. They need 62. How many more do they need?

62 – 38 = [ ] Add to check: [ ] + [ ] = [ ]

They need _____ rulers.

3. Inaya's class has 46 scissors. They need 81. How many more do they need?

81 – 46 = [ ] Add to check: [ ] + [ ] = [ ]

They need _____ scissors.

Directions: Have students use a number line to subtract. Then have them complete the equations to show the subtraction and the addition used to check their work.

Lesson 30 Exit Ticket

1. 53 – 28 = ☐

☐ + ☐ = ☐

2. Inaya's class has 46 paint brushes. They need 73. How many more do they need?

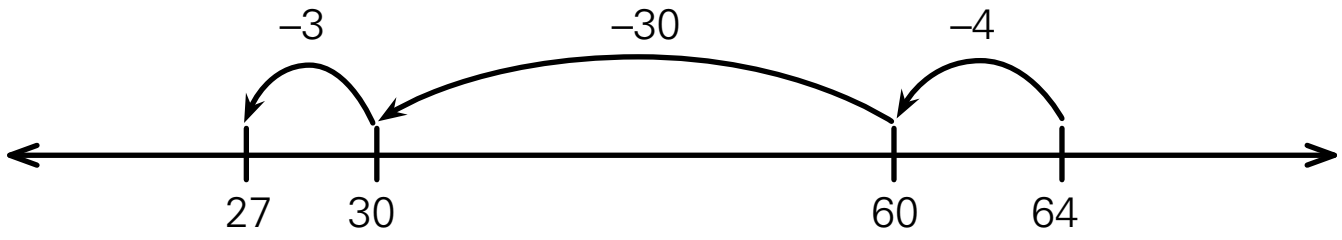
73 – 46 = ☐ Add to check: ☐ + ☐ = ☐

They need _____ paint brushes.

Directions: 1) Have students use the number line to subtract and complete the subtraction equation. Then have students add on the number line to check their work and complete the addition equation. **2)** Have students show the subtraction on the number line and complete the subtraction equation. Then have students write an addition equation they can use to check their work.

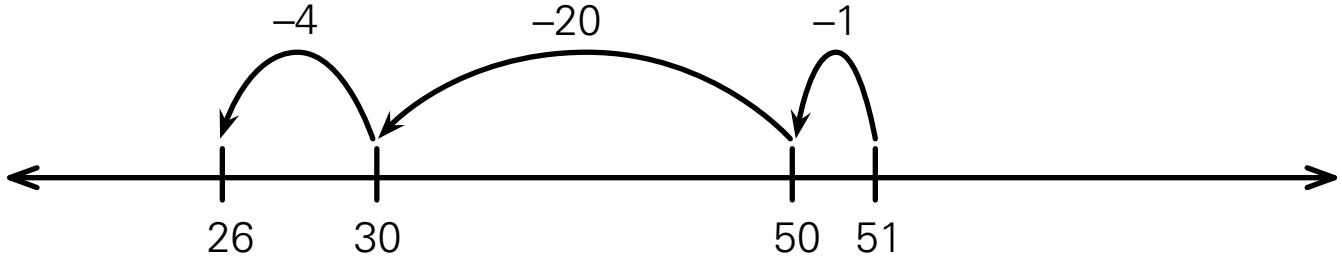
Extra Practice: How Many Points?

1.



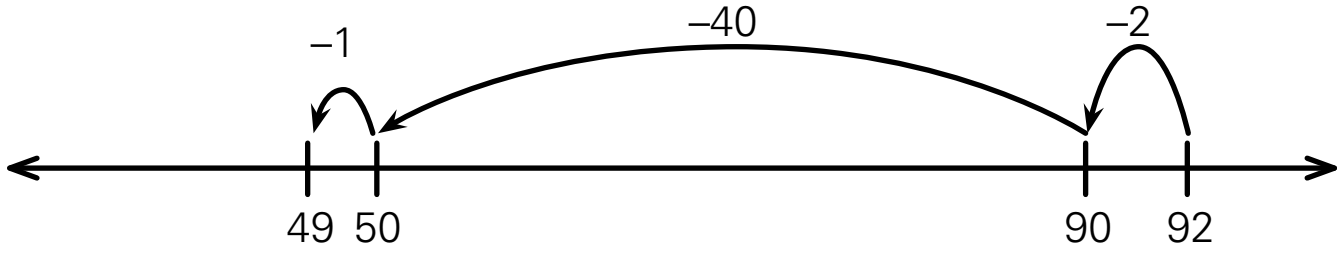
☐ – ☐ = ☐ Add to check. ☐ + ☐ = ☐

2.



☐ – ☐ = ☐ Add to check. ☐ + ☐ = ☐

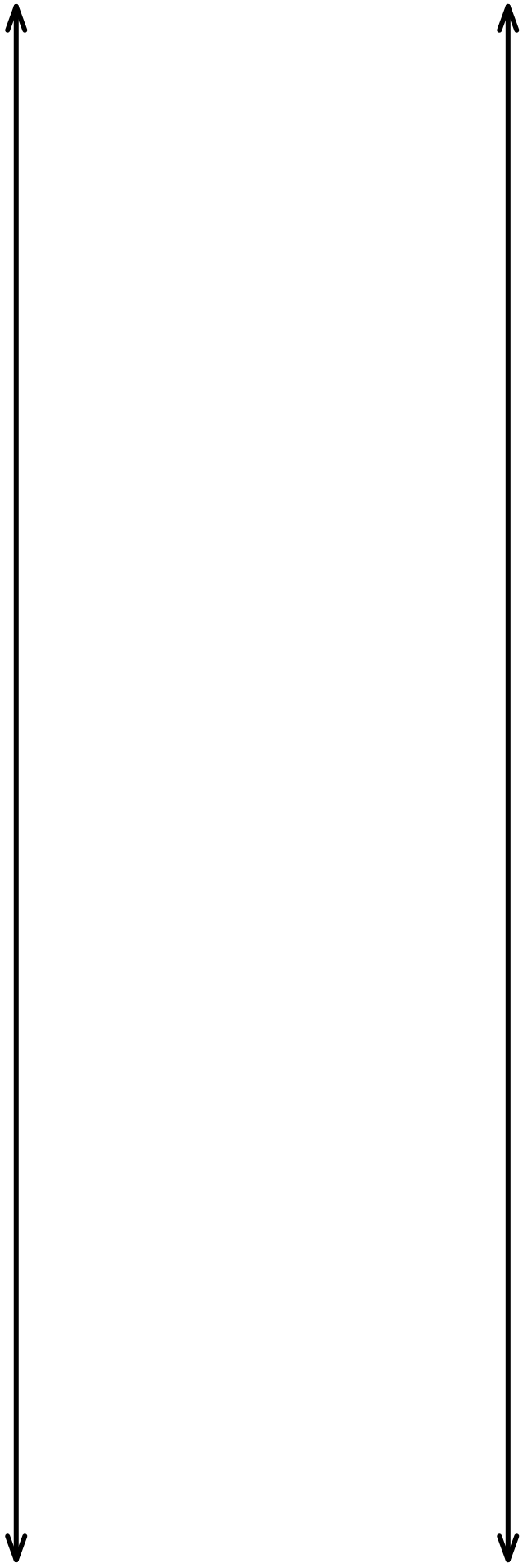
3.



☐ – ☐ = ☐ Add to check. ☐ + ☐ = ☐

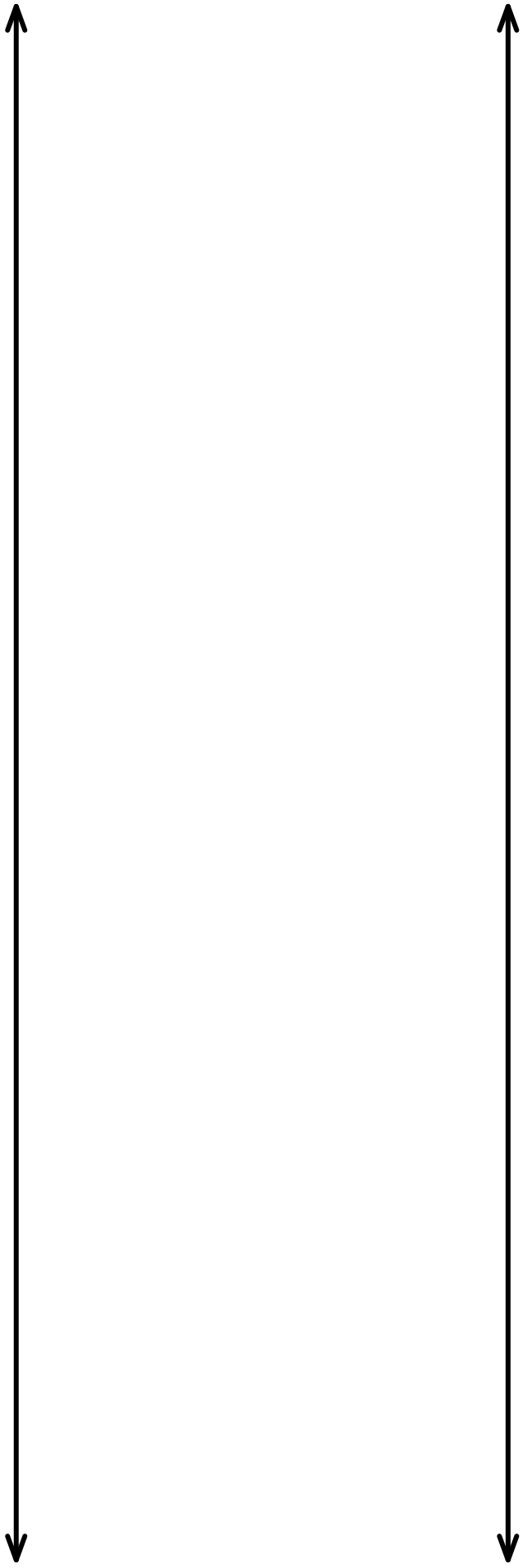
Directions: Have students write the subtraction equation that matches the number line. Then have them add to check their subtraction and write the addition equation.

Open Number Lines



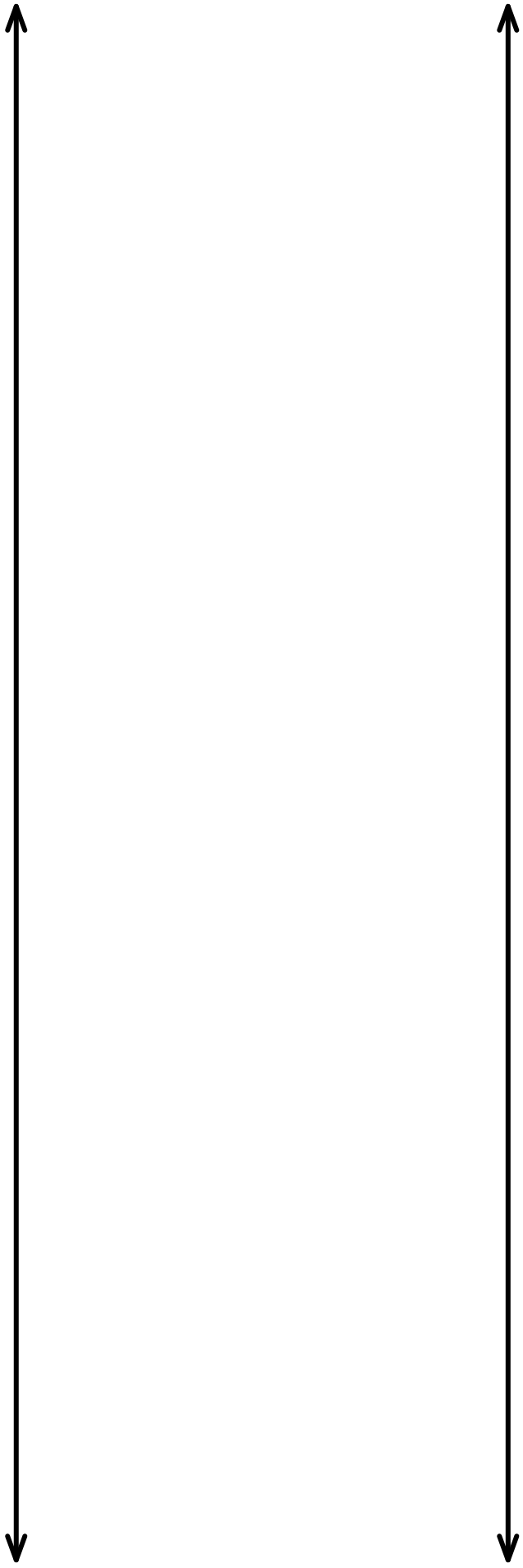
Open Number Lines

Open Number Lines



Open Number Lines

Open Number Lines



Open Number Lines

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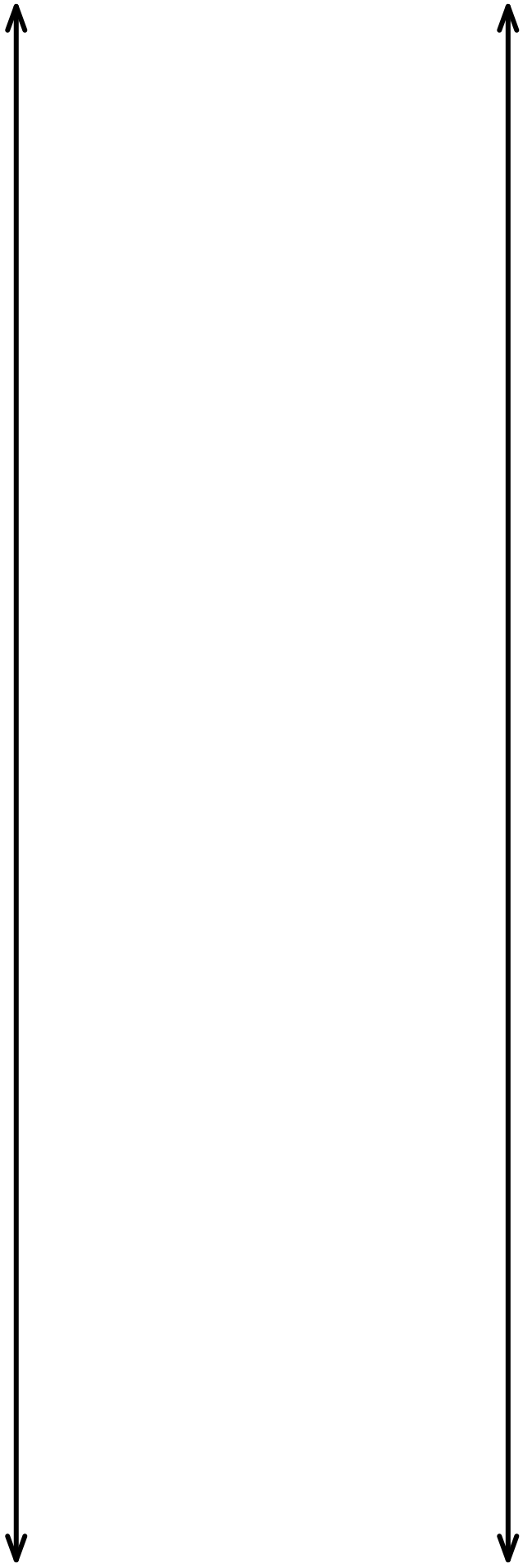


Open Number Lines

Train Trips

1. 90 – 67 = ☐

Add to check.

☐ + ☐ = ☐

2. 87 – 49 = ☐

Add to check.

☐ + ☐ = ☐

3. 72 – 56 = ☐

Add to check.

☐ + ☐ = ☐

4. 84 – 69 = ☐

Add to check.

☐ + ☐ = ☐

5. 61 – 36 = ☐

Add to check.

☐ + ☐ = ☐

6. 97 – 19 = ☐

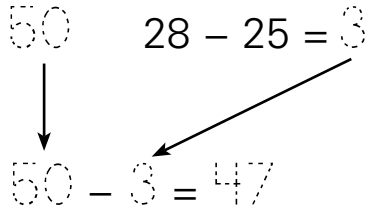
Add to check.

☐ + ☐ = ☐

Directions: Have students use mental math to solve the subtraction problems. Then have them add to check their subtraction.

Freight Cars

1. 75 – 28 = 47

75 – 25 = 50  28 – 25 = 3 50 – 3 = 47	Add to check. 28 + 47 = 75

2. 83 – 56 = ☐

	Add to check. ☐ + ☐ = ☐

3. 68 – 39 = ☐

	Add to check. ☐ + ☐ = ☐

4. 71 – 33 = ☐

	Add to check. ☐ + ☐ = ☐

Directions: Have students use mental math to find the difference. Have students show how they subtracted using words or equations. Then have them add to check the subtraction.

Lesson 31 Exit Ticket

1. 94 – 26 = ☐

Add to check.

☐ + ☐ = ☐

2. 60 – 48 = ☐

Add to check.

☐ + ☐ = ☐

3. 85 – 27 = ☐

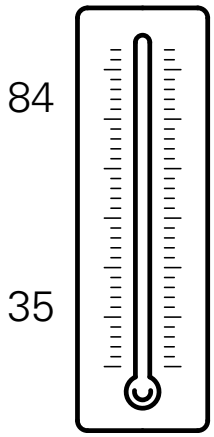
Add to check.

☐ + ☐ = ☐

Directions: Have students use mental math to find the difference. Then have them add to check the subtraction.

Extra Practice: Temperature Change

1.

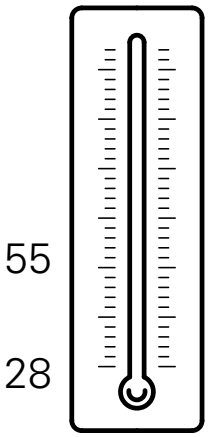


☐ – ☐ = ☐

Add to check.

☐ + ☐ = ☐

2.

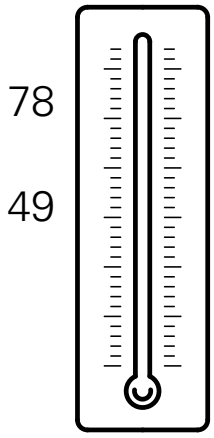


☐ – ☐ = ☐

Add to check.

☐ + ☐ = ☐

3.

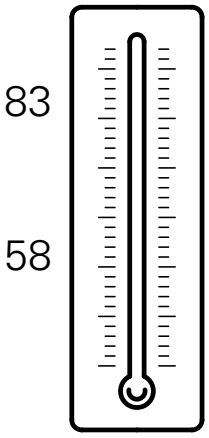


☐ – ☐ = ☐

Add to check.

☐ + ☐ = ☐

4.



☐ – ☐ = ☐

Add to check.

☐ + ☐ = ☐

Directions: Have students use mental math to solve the subtraction problems to find the change in temperature. Then have them add to check their subtraction.

Assessment

Unit 4 Assessment

1. 54 – 22 = ☐

Tens	Ones

2. 58 – ? = 33

58 – ☐ = 33

3. 79 – 34 = ?

$$\begin{array}{rcr} 79 & - & 34 \\ -\ \square & & -\ \square \\ \hline \square & - & \square \end{array} = \square$$

So, 79 – 34 = ☐

4. 72 – 26 = ☐

Tens	Ones

5. 55 – 27 = ☐

Add to check: ☐ + ☐ = ☐

6. 74 – 38 = ☐

Add to check: ☐ + ☐ = ☐

Unit 4 Cumulative Review

1. 500 = _____ hundreds

2. Add.

476 + 100 = ☐

3. 15 balls are red. 9 balls are blue. How many more balls are red?

_____ more balls are red.

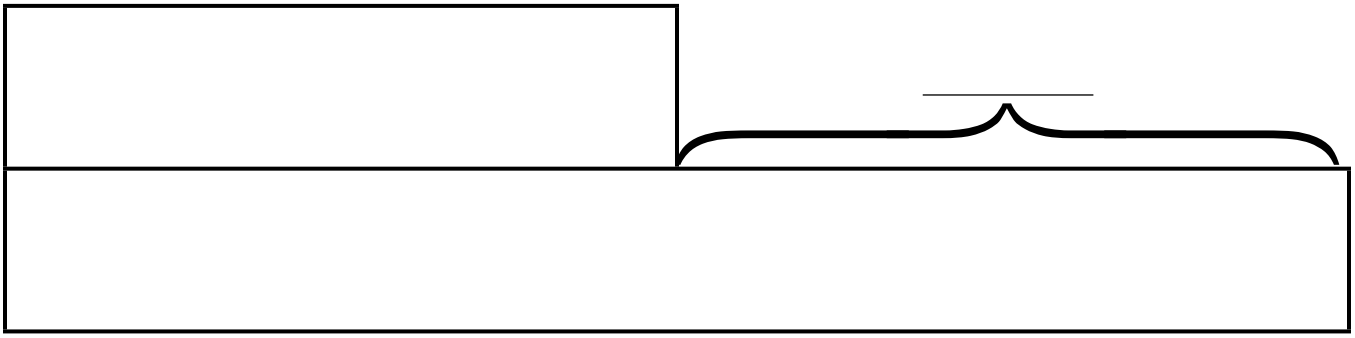
4. Add.

492 + 384 = ☐

5. 66 + 18 = ☐

	Tens	Ones
66		
+18		
	_____ tens	_____ ones

6. Ray and Andy have toy trucks.
Ray has 3 trucks.
Andy has 9 more trucks than Ray.
How many trucks does Andy have?



Andy has_____ trucks.

7. Subtract.

66 – ☐ = 25

8. Write the number in expanded form.

257 = ☐ + ☐ + ☐

9. Subtract.

73 – 38 = ☐

10. Add.

27 + 14 + 22 + 23 = ☐

Unit 5:

Subtract within 1,000

Catapult Learning™

Animal Travels

1. 274 horses are in a field. 100 run off. How many horses are left?

274 – 100 = _____

_____ horses are left.

2. 683 bison are in a meadow. 10 walk into the trees. How many bison are left?

683 – 10 = _____

_____ bison are left.

3. 799 elk are on the prairie. 100 hide in the mountains. How many elk are left?

799 – 100 = _____

_____ elk are left.

Directions: Have students model each whole with base-10 blocks on a place value mat, then subtract. Then have students check their work by modeling the subtraction on a number line.

Hummingbirds

1. Allen's Hummingbird

641 – 10 = 631

2. Black-Chinned Hummingbird

364 – 100 = _____

3. Calliope Hummingbird

742 – 100 = _____

4. Magnificent Hummingbird

816 – 10 = _____

5. Bee Hummingbird

822 – 10 = _____

6. Anna's Hummingbird

398 – 100 = _____

7. Costa's Hummingbird

194 – 100 = _____

8. Hermit Hummingbird

467 – 10 = _____

9. Rufous Hummingbird

956 – 10 = _____

10. Ruby-Throated Hummingbird

449 – 100 = _____

Directions: Have students use mental math to subtract.

Lesson 33 Exit Ticket

1. 362 – 100 = _____

2. 387 – 10 = _____

3. 258 – 100 = _____

4. 792 – 10 = _____

Directions: 1–2) Have students model each number with base-ten blocks on a place value mat and then subtract to find the difference. Then have students model subtracting 10 or 100 on the number line. **3–4)** Have students use mental math to subtract.

Extra Practice: Mental Math Challenge

Q: What has many needles but does not sew?

753 – 100 = _____ (green)

203 – 100 = _____ (blue)

523 – 10 = _____ (green)

135 – 100 = _____ (blue)

984 – 100 = _____ (brown)

460 – 10 = _____ (blue)

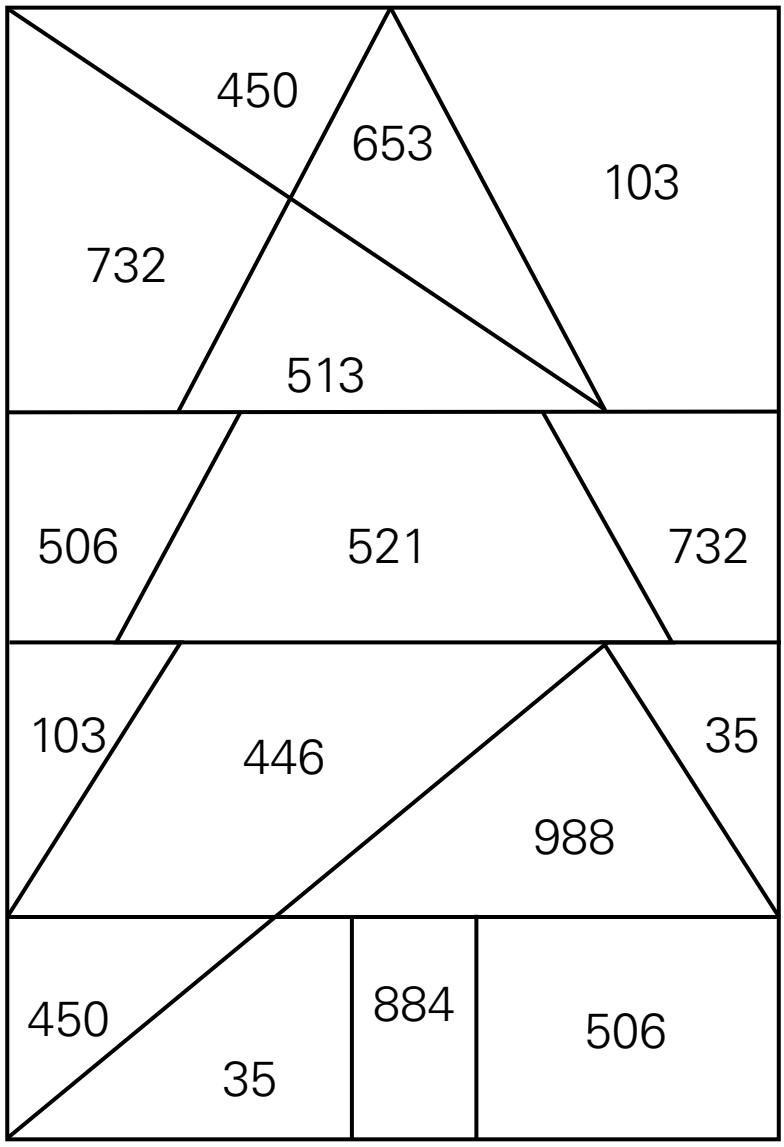
998 – 10 = _____ (green)

621 – 100 = _____ (green)

742 – 10 = _____ (blue)

456 – 10 = _____ (green)

516 – 10 = _____ (blue)



A: _____

Directions: Have students use mental math to subtract 100 or 10. Students then color the picture to solve the riddle.

Open Number Lines

Open Number Lines

Place Value Charts (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Place Value Charts (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Place Value Charts (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Place Value Charts (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hospital Donations

1. The school collects 364 teddy bears. 140 go to the city hospital. How many teddy bears are left?

364 – 140 = _____ _____ teddy bears are left.

2. The school collects 573 puzzles. 250 go to the city hospital. How many puzzles are left?

573 – 250 = _____ _____ puzzles are left.

3. The school collects 679 action figures. 322 go to the city hospital. How many action figures are left?

679 – 322 = _____ _____ action figures are left.

4. The school collects 431 decks of cards. 211 go to the city hospital. How many decks of cards are left?

431 – 211 = _____ _____ decks of cards are left.

5. The school collects 648 tie-dye kits. 36 go to the city hospital. How many kits are left?

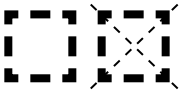
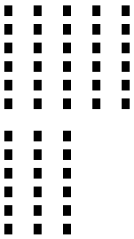
648 – 36 = _____ _____ kits are left.

Directions: Have students choose a subtraction strategy to complete each equation.

Coloring Books

1.

Ashe School	
Collected	285
City Hospital	105
University Hospital	180

Hundreds	Tens	Ones
		

285 – 105 = 180

2.

Park School	
Collected	546
City Hospital	242
University Hospital	

546 – 242 = _____

3.

Chase School	
Collected	799
City Hospital	562
University Hospital	

799 – 562 = _____

4.

Ruiz School	
Collected	174
City Hospital	152
University Hospital	

174 – 152 = _____

5.

Myers School	
Collected	798
City Hospital	772
University Hospital	

798 – 772 = _____

Directions: Have students choose a subtraction strategy to complete each equation.

Lesson 34 Exit Ticket

1. 859 – 454 = _____

2. 677 – 253 = _____

3. 589 – 137 = _____

4. 169 – 123 = _____

Directions: Have students choose a subtraction strategy to complete each equation.

Extra Practice: Riddle Time

Question: What can you catch but not throw?

O 357 – 116 = _____

A 638 – 222 = _____

D 456 – 306 = _____

C 928 – 526 = _____

L 523 – 301 = _____

Answer: _____ _____ _____ _____ _____

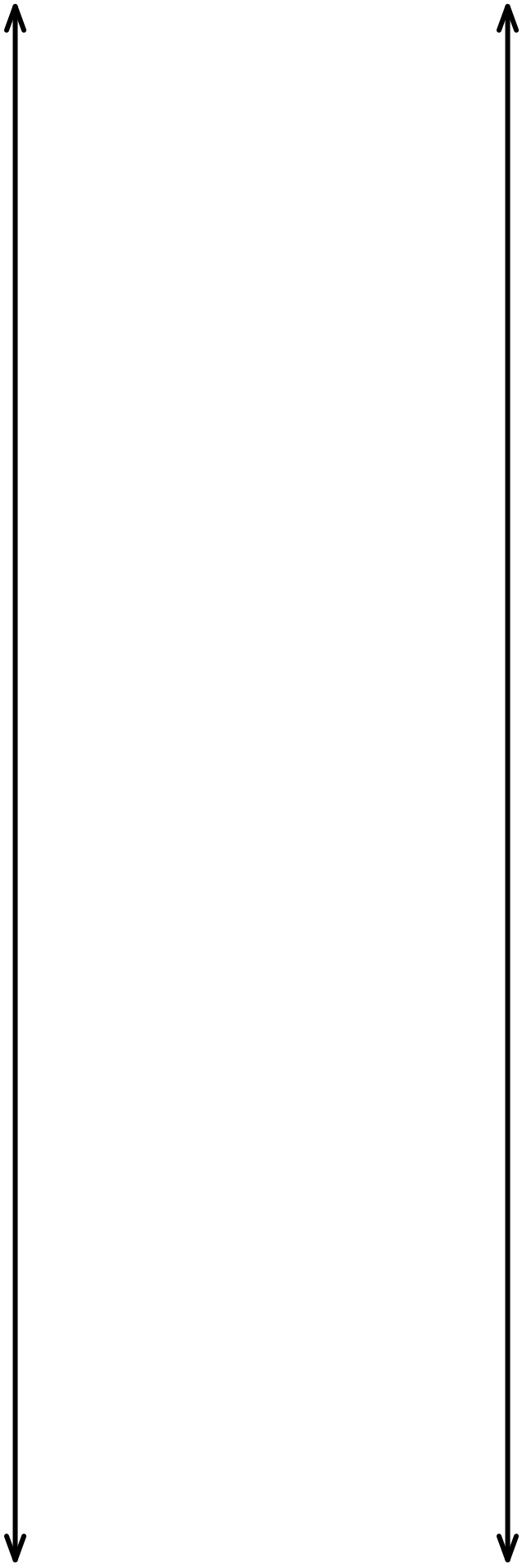
416 402 241 222 150

Directions: Have students choose a subtraction strategy to complete each equation. Then have students write the letter that corresponds with each answer to solve the riddle.

Open Number Lines

Open Number Lines

Open Number Lines

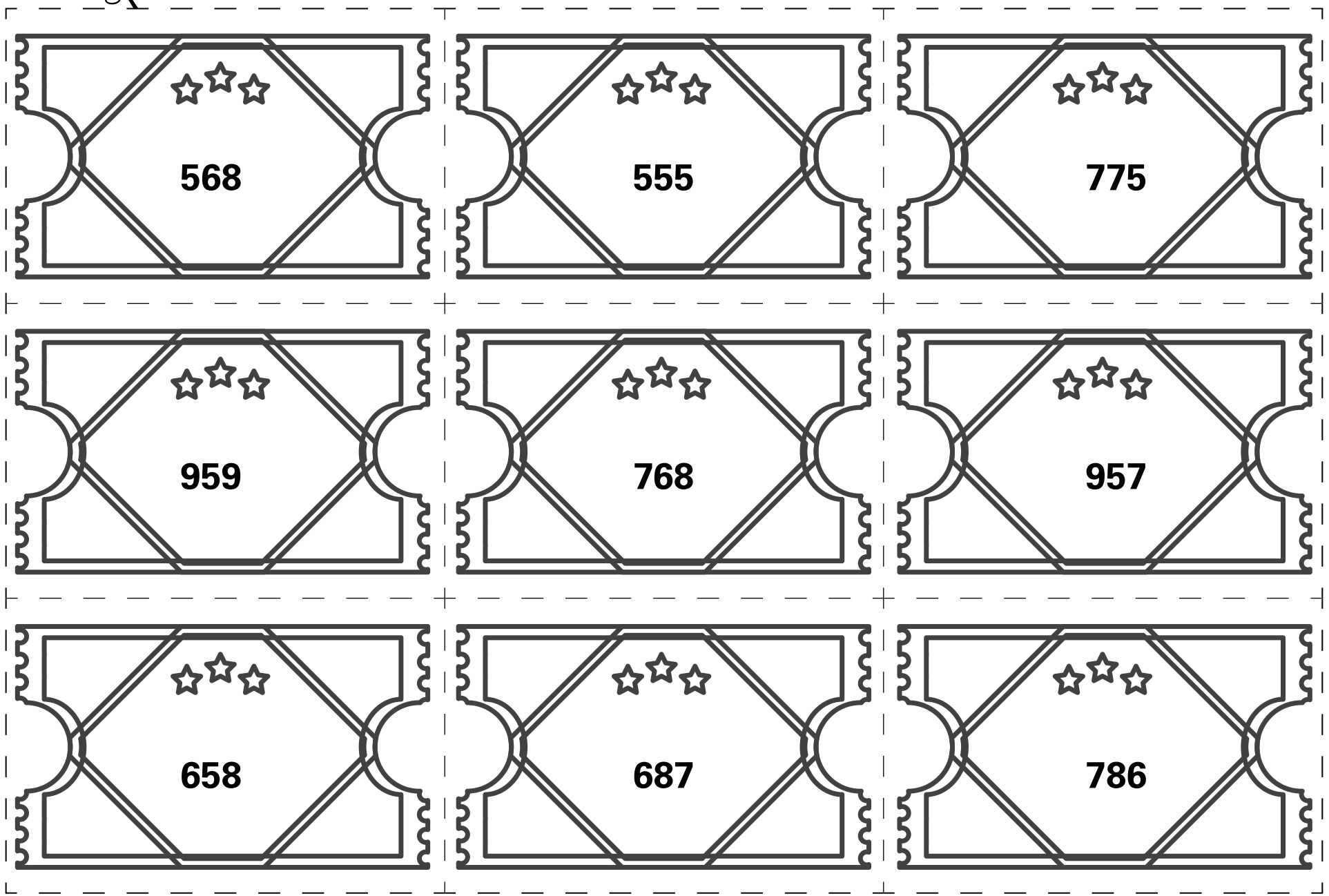


Open Number Lines

Open Number Lines

Open Number Lines

Movie Tickets



Tickets Sold

300	242	231
13	24	233
423	414	443

Game Night

1. January game night: 354 – 128 = _____

2. February game night: 428 – 185 = _____

3. March game night: 351 – 274 = _____

4. April game night: 520 – 367 = _____

5. May game night: 285 – 128 = _____

6. June game night: 417 – 372 = _____

Directions: Have students model each whole with base-10 blocks on a place value mat. Then have students subtract and complete the subtraction equation.

Food Bank Donations

1. March donations: 544 – 329 = 215

	Hundreds	Tens	Ones
	5	4 3	4 14
Subtract –	3	2	9
	2	1	5

2. April donations: 436 – 172 = _____

	Hundreds	Tens	Ones
Subtract –	1	7	2

3. May donations: 532 – 275 = _____

	Hundreds	Tens	Ones
Subtract –	2	7	5

4. June donations: 745 – 676 = _____

	Hundreds	Tens	Ones
Subtract –	6	7	6

Directions: Have students write the whole in the place value chart then model each whole with base-10 blocks and determine whether they need to regroup to subtract. Students record the regrouped hundreds, tens, and ones, then subtract and complete the equation.

Lesson 35 Exit Ticket

1. 739 – 382 = _____

		Hundreds	Tens	Ones
Subtract	–	3	8	2

2. 630 – 216 = _____

		Hundreds	Tens	Ones
Subtract	–	2	1	6

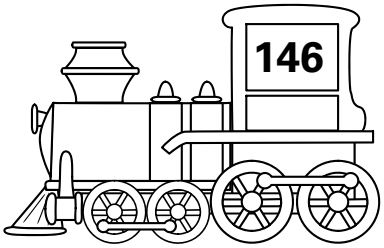
3. 823 – 475 = _____

		Hundreds	Tens	Ones
Subtract	–	4	7	5

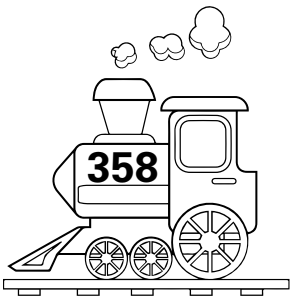
Directions: Have students write the whole in the place value chart then model each whole with base-10 blocks and determine whether they need to regroup to subtract. Students record the regrouped hundreds, tens, and ones, then subtract and complete the equation.

Extra Practice: Toy Trains

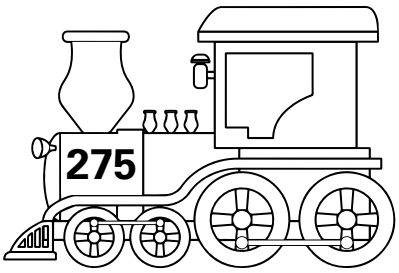
457 – 182 = ?



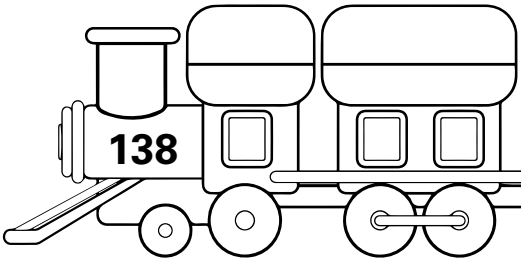
362 – 224 = ?



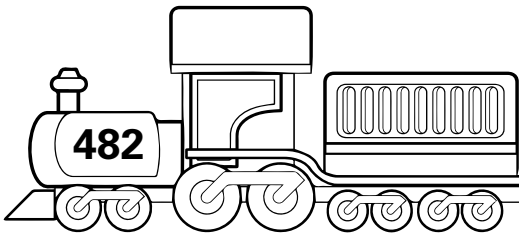
522 – 376 = ?



766 – 284 = ?

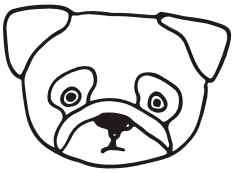


851 – 493 = ?



Directions: Have students model each whole with base-10 blocks on a place value mat. Then have students subtract, regrouping as necessary, and draw a line to match the equation to the correct difference.

Dog Wash

1.  345 – 117 = _____

Hundreds	Tens	Ones

2.  642 – 154 = _____

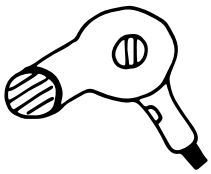
Hundreds	Tens	Ones

3.  526 – 129 = _____

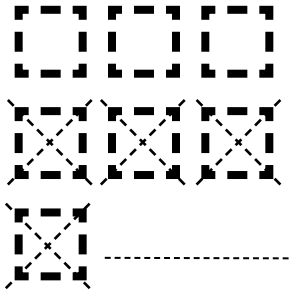
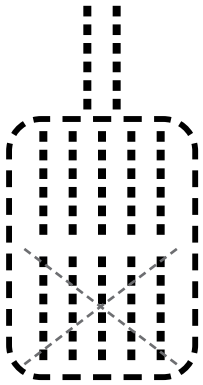
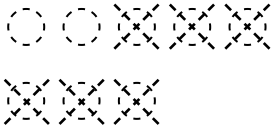
Hundreds	Tens	Ones

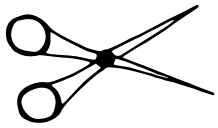
Directions: Have students make a base-10 drawing to show the whole and record the number of hundreds, tens, and ones in the bottom row. Then have them mark the drawings and numbers to show regrouping and subtracting. Have students complete the equation.

Dog Grooming

1. 

728 – 356 = 372

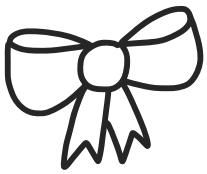
Hundreds	Tens	Ones
		
7 6 3	2 12 7	8 2

2. 

830 – 547 = _____

3. 

752 – 182 = _____

4. 

160 – 121 = _____

Directions: Have students use base-10 drawings to subtract. Then have students complete the equation.

Lesson 36 Exit Ticket

1. 638 – 463 = _____

Hundreds	Tens	Ones

2. 923 – 255 = _____

Hundreds	Tens	Ones

Directions: Have students make base-10 drawings to show regrouping and record the number of hundreds, tens, and ones in the bottom row. Then have students mark the base-10 drawing to show the subtraction and complete the equation.

Extra Practice: Subtract 3-Digit Numbers

348 −167	**181**
	281

562 −398	**166**
	164

945 −387	**568**
	558

837 −529	**318**
	308

751 −273	**478**
	479

624 −452	**272**
	172

942 −355	**597**
	587

431 −248	**183**
	283

750 −247	**413**
	503

991 −252	**739**
	741

Directions: Have students make base-10 drawings to subtract. Students should color the box with the correct difference.

Place Value Mats (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Place Value Mats (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Space Week

1. 

Theodora made 29.

434 – 29 = _____ _____ + _____ = _____

2. 

Theodora made 92.

583 – 92 = _____ _____+ _____ = _____

3. 

Theodora made 377.

845 – 377 = _____ _____ + _____ = _____

Directions: Have students complete the subtraction equation then use the number line to subtract. Then have students write an addition equation to check their work.

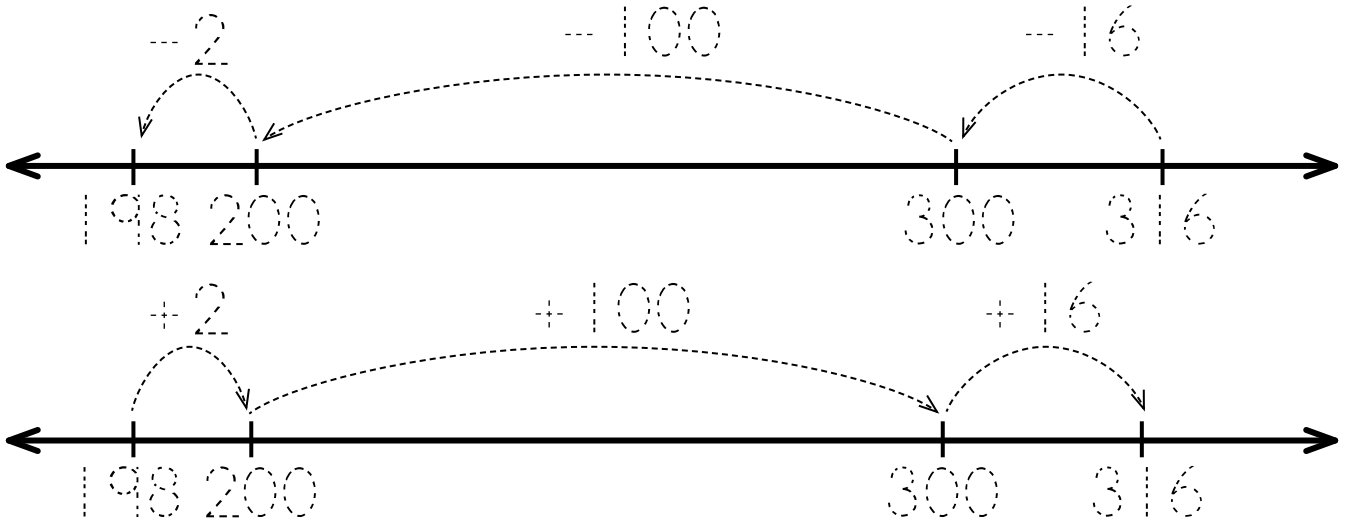
Letter Stamps

1.

First Grade	
Letters	316
Stamps	198

Subtraction: 316 – 198 = 118

Addition: 198 + 118 = 316



2.

Second Grade	
Letters	423
Stamps	165

Subtraction: 423 – 165 = _____

Addition: _____

3.

Third Grade	
Letters	547
Stamps	268

Subtraction: 547 – 268 = _____

Addition: _____

4.

Fourth Grade	
Letters	725
Stamps	434

Subtraction: 725 – 434 = _____

Addition: _____

Directions: Have students model the subtraction on a number line and complete the subtraction equation. Then have students add on a number line to check their work and write an addition equation that shows how they checked.

Lesson 37 Exit Ticket

1. 824 – 287 = _____

Add to check.

_____ + _____ = _____

2. 673 – 469 = _____

Add to check.

_____ + _____ = _____

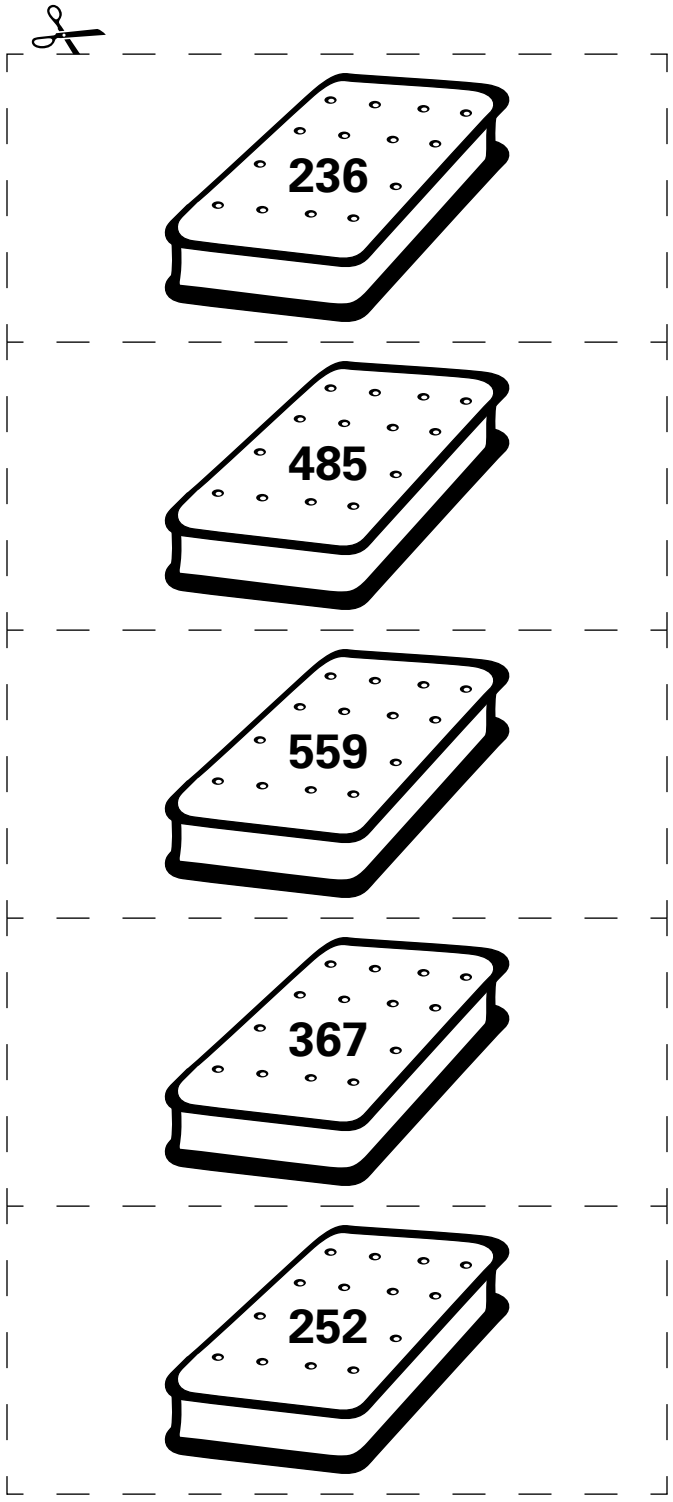
Directions: Have students use a number line to subtract. Then have students add on a number line to check their work.

Extra Practice: Space Ice Cream

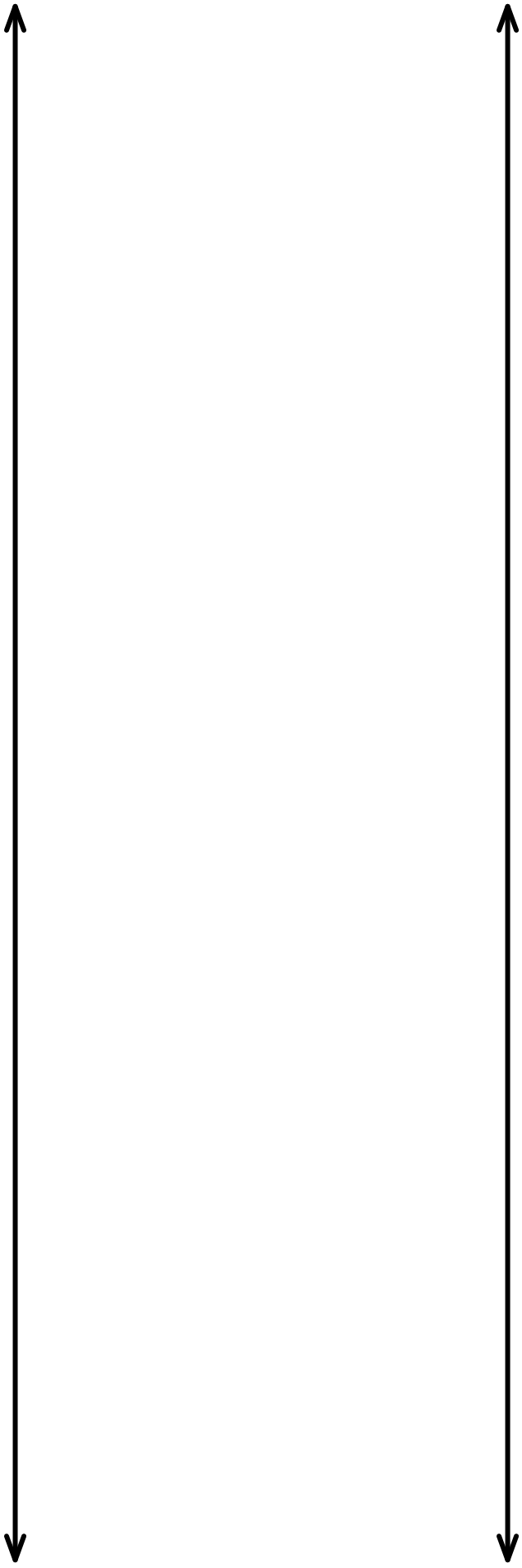
1. 624 – 257 = _____ _____ + _____ = _____	
2. 518 – 266 = _____ _____ + _____ = _____	
3. 874 – 389 = _____ _____ + _____ = _____	
4. 731 – 495 = _____ _____ + _____ = _____	
5. 973 – 414 = _____ _____ + _____ = _____	

Directions: Have students cut out the ice-cream sandwiches on the following page. Ask students to model the subtraction on a number line and complete the equation. Then have students check their work by writing a related addition equation. Once they verify the difference is correct, students find the ice-cream sandwich with the matching difference and glue it next to the equation.

Ice-Cream Sandwiches

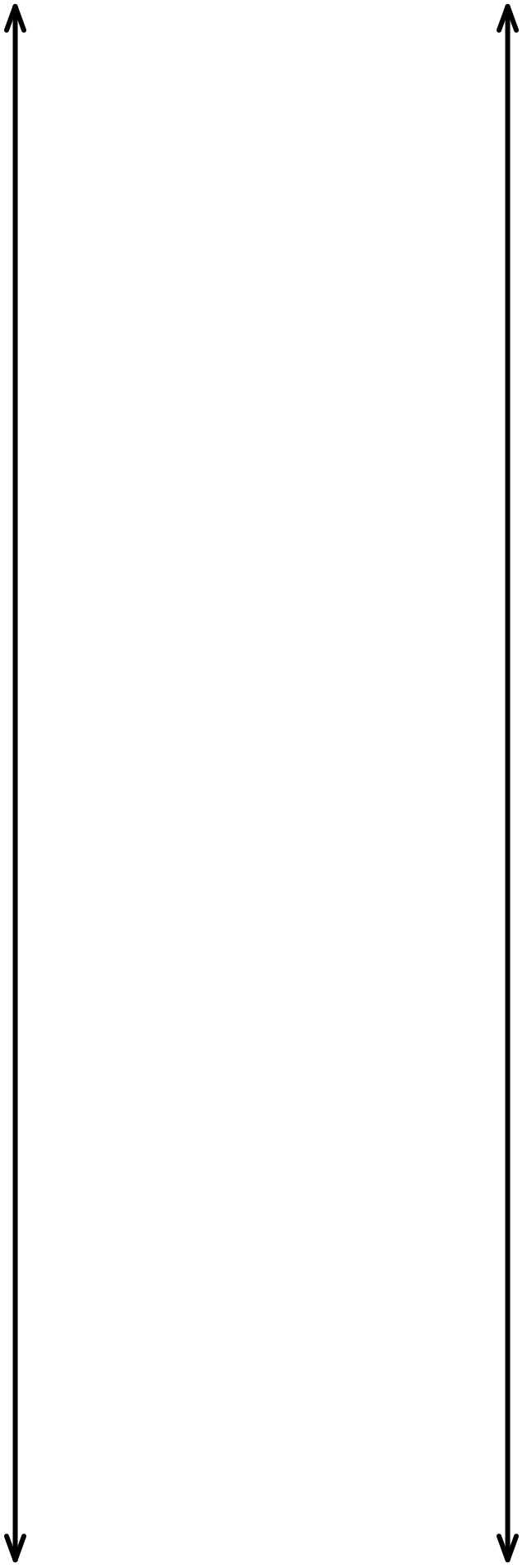


Open Number Lines



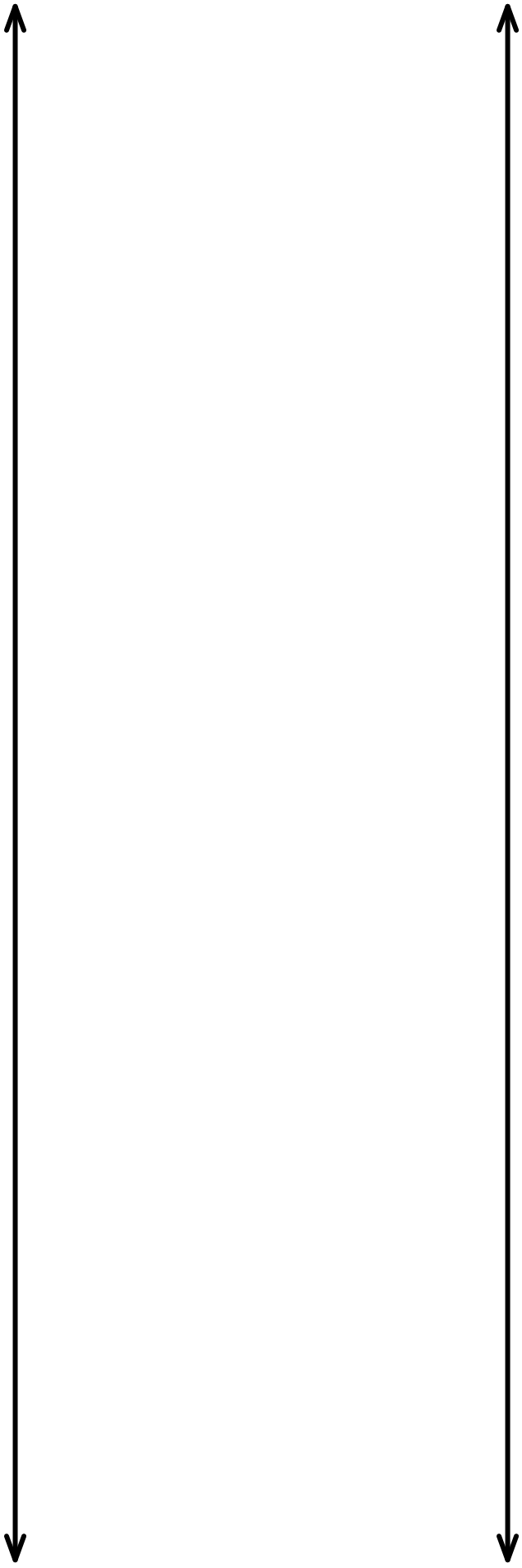
Open Number Lines

Open Number Lines



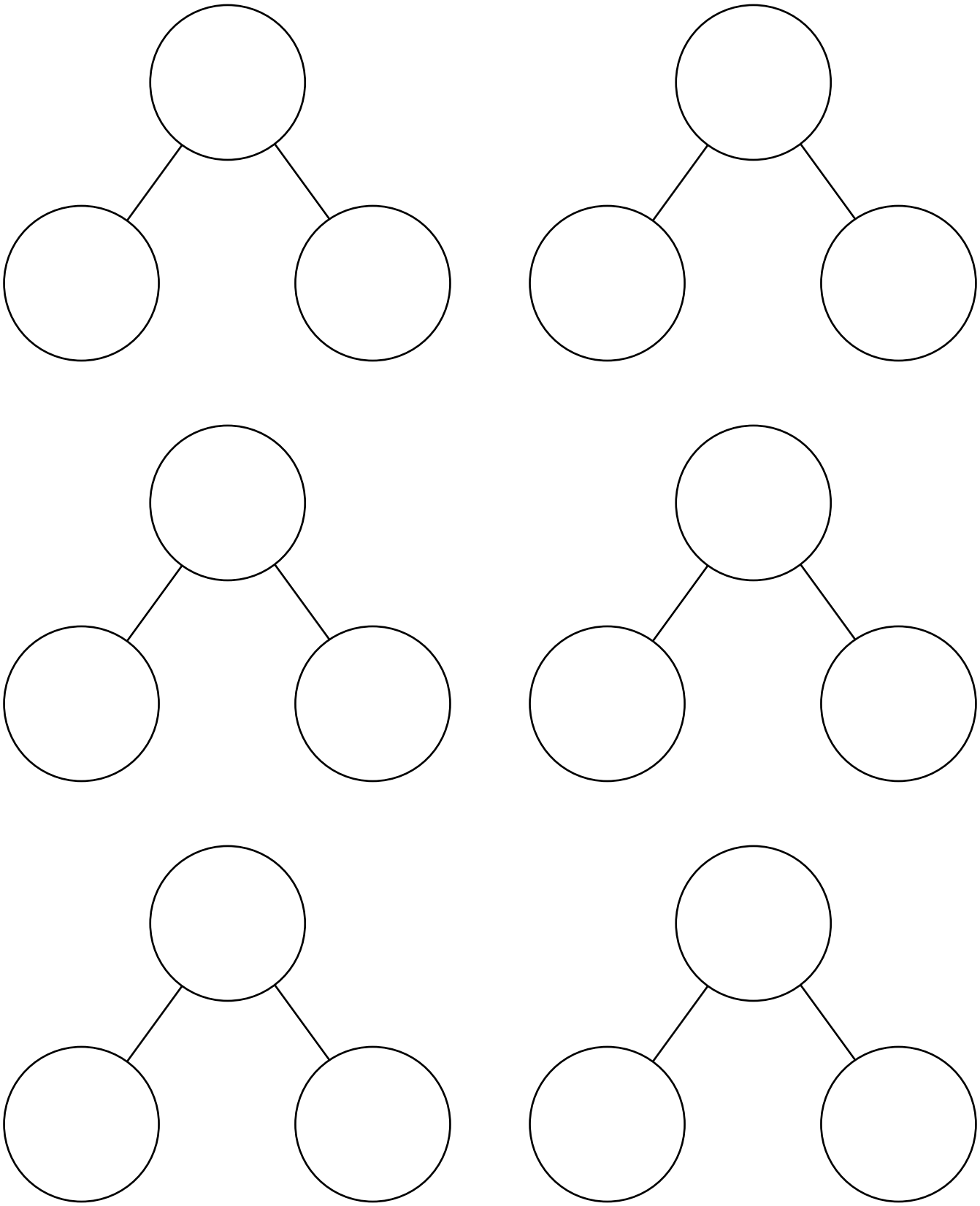
Open Number Lines

Open Number Lines



Open Number Lines

Number Bonds



Art Show

1. First Grade: 300 – 127 = 299 – _____

299 – _____ = _____ So, 300 – 127 = _____

2. Second Grade: 500 – 248 = 499 – _____

499 – _____ = _____ So, 500 – 248 = _____

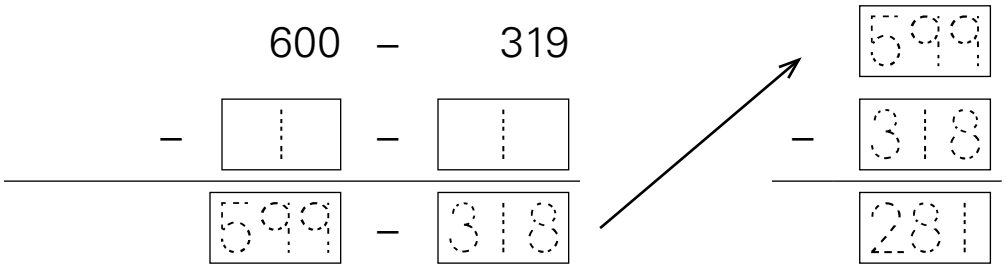
3. Third Grade: 600 – 215 = 599 – _____

599 – _____ = _____ So, 600 – 215 = _____

Directions: Have students plot the whole and the part on a number line. Then have students use constant differences to write a new expression and use the number line to subtract the new whole and part. Ensure students complete the equations.

Seats

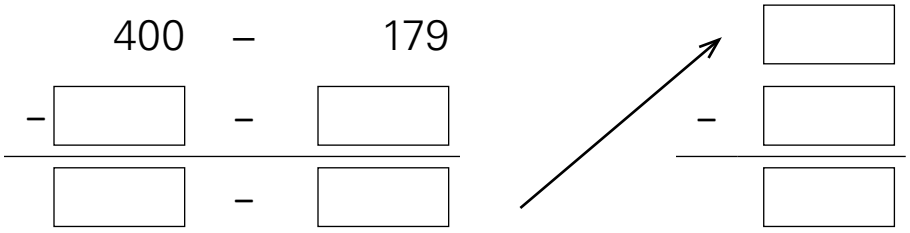
1. Gym



599 – 318 = 281

So, 600 – 319 = 281

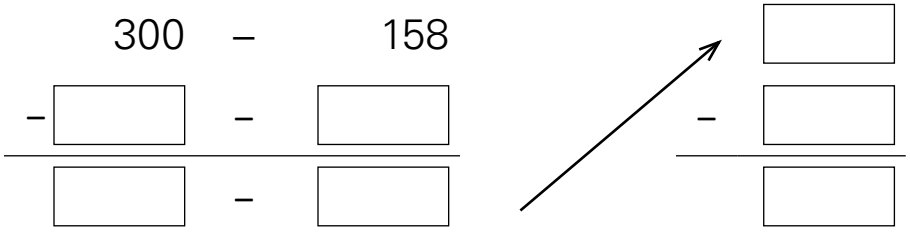
2. Library



399 – _____ = _____

So, 400 – 179 = _____

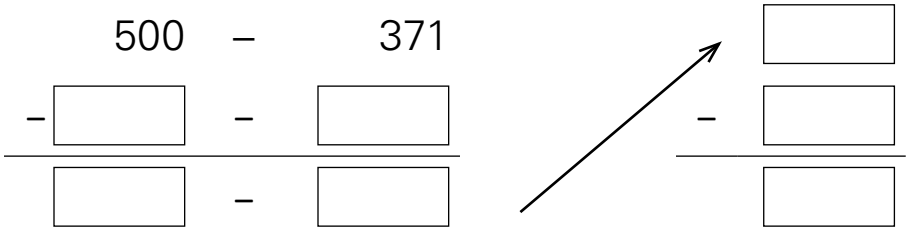
3. Music Room



299 – _____ = _____

So, 300 – 158 = _____

4. Cafeteria



499 – _____ = _____

So, 500 – 371 = _____

Directions: Have students use constant differences to write a new equation and subtract using the vertical algorithm. Ensure students complete the equations.

Lesson 38 Exit Ticket

1. 400 – 278 = 399 – _____

399 – _____ = _____ So, 400 – 278 = _____

2.

	500	–	269		□
–	□	–	□	–	□
	□	–	□		□

499 – _____ = _____ So, 500 – 269 = _____

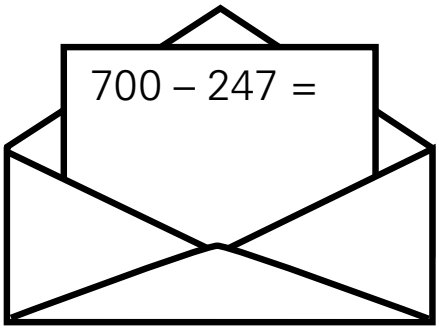
3.

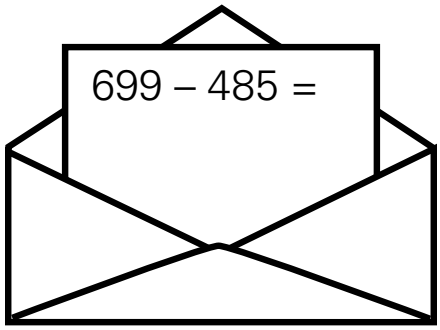
	900	–	733		□
–	□	–	□	–	□
	□	–	□		□

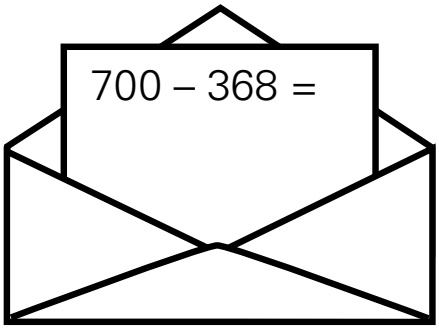
899 – _____ = _____ So, 900 – 733 = _____

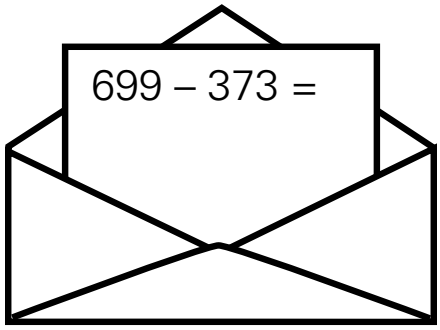
Directions: 1) Have students plot the whole and the part on a number line. Then have students use constant differences to write a new expression and use the number line to subtract the new whole and part. Ensure students complete the equations. **2)** Have students use constant differences to write a new equation and subtract using the vertical algorithm. Ensure students complete the equations.

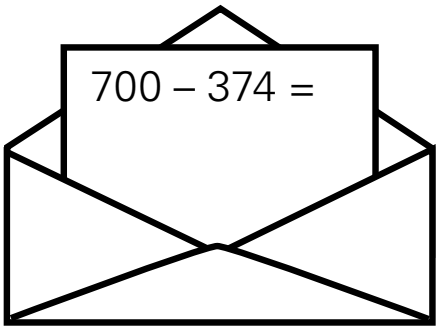
Extra Practice: Pen Pals

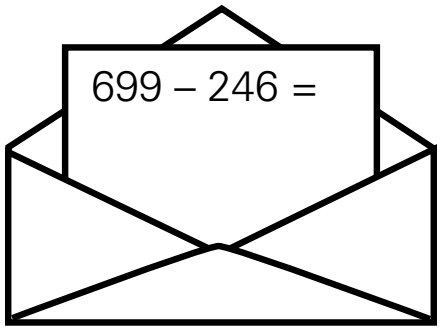


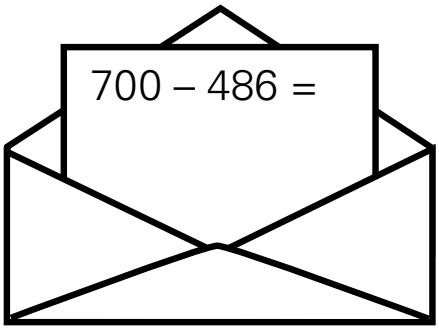


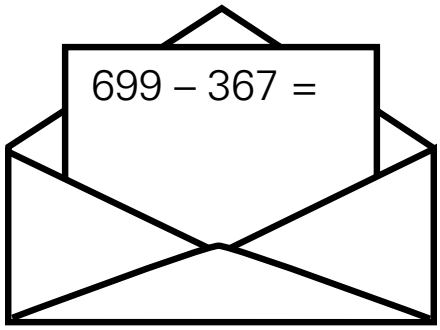












Directions: Have students draw a line to match the equation on the left with an equation on the right with the same constant difference. Have students use constant difference and efficient subtraction models and strategies to solve the problem.

Open Number Lines

Open Number Lines

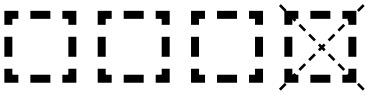
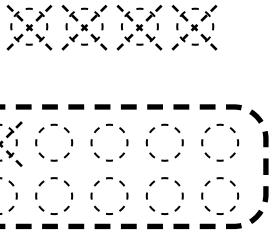
Enchilada Party

Students	Enchiladas Needed		Enchiladas Made		Enchiladas Left to Make
First Graders	300	–	92	=	
Second Graders	679	–	322	=	
Third Graders	401	–	217	=	
Fourth Graders	728	–	446	=	
Fifth Graders	800	–	562	=	
Sixth Graders	392	–	164	=	

Directions: Have students choose a subtraction strategy to complete each equation.

Tamales

Week	Tamales Made		Tamales Sold		Tamales Left
Week 1	414	–	105	=	309

Hundreds	Tens	Ones
		

Week	Tamales Made		Tamales Sold		Tamales Left
Week 2	610	–	32	=	
Week 3	703	–	526	=	
Week 4	281	–	52	=	
Week 5	503	–	237	=	
Week 6	953	–	881	=	
Week 7	800	–	564	=	

Directions: Have students choose a subtraction strategy to complete each equation.

Lesson 39 Exit Ticket

1. 900 – 354 = _____

2. 617 – 25 = _____

3. 300 – 37 = _____

4. 801 – 123 = _____

Directions: Have students choose a subtraction strategy to complete each equation.

Extra Practice: What's the Difference?

Problem 1

Problem 2

Problem 3

Problem 4

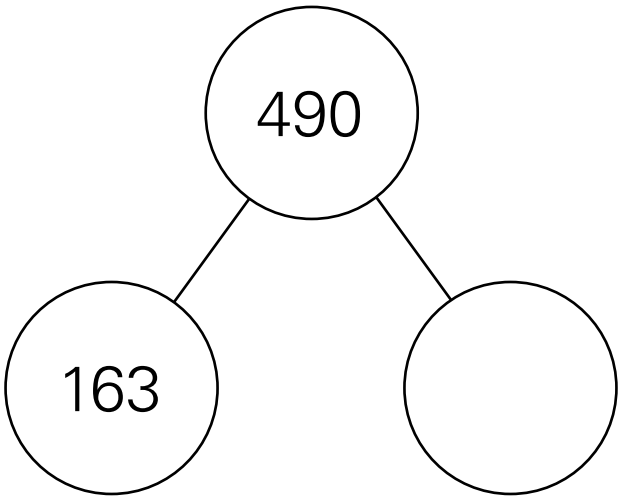
Problem 5

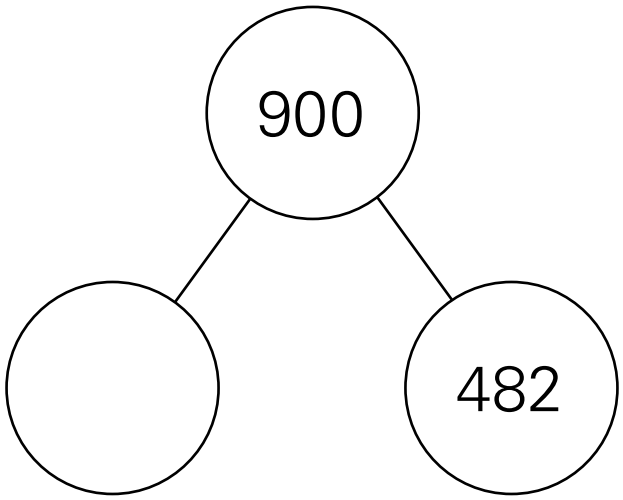
Problem 6

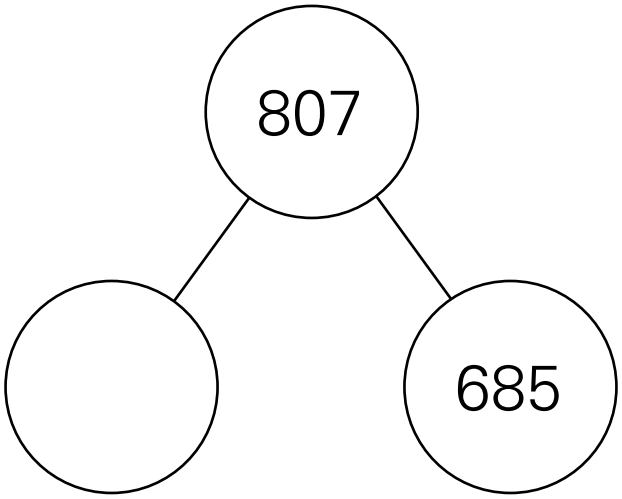
Directions: Have students use digit cards to make a 3-digit number and a 2-digit number. Have students record the subtraction equation, then choose a strategy to solve.

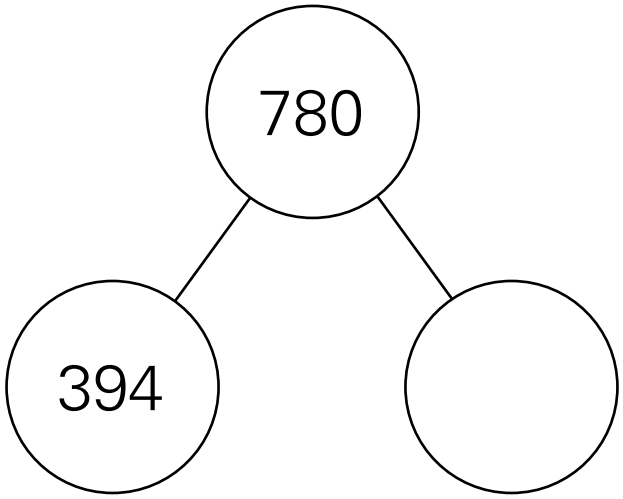
Open Number Lines

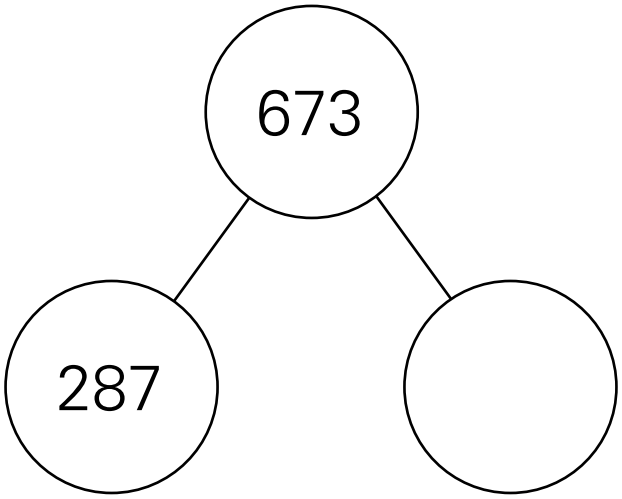
Number Bonds

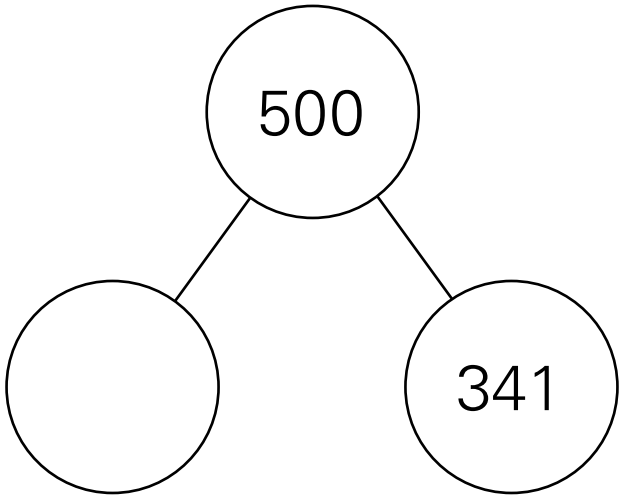












Assessment

Unit 5 Assessment

1. Show your subtraction on the number line.

437 – 100 = _____

2. Subtract.

362 – 141 = _____

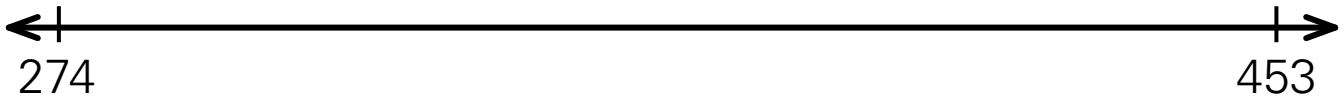
3. Subtract.

629 – 246 = _____

Hundreds	Tens	Ones

4. Subtract.

453 – _____ = 274



Add up to check.

274 + _____ = 453

5. 300 – 166 = 299 – _____

299 – _____ = _____ So, 300 – 166 = _____

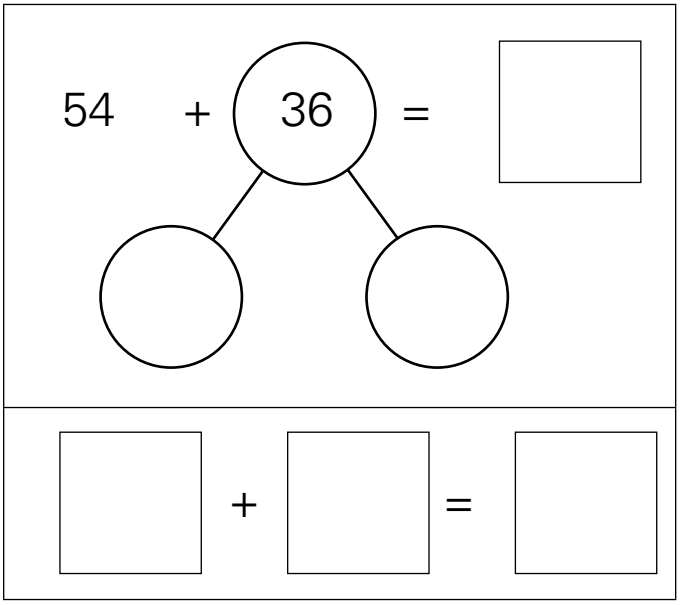
6. 400 – 88 = _____

Unit 5 Cumulative Review

1. Add.

342 + 327 = _____

2. Make 10 to add.



3. Compare 457 and 359.

Hundreds	Tens	Ones

359 ◯ 457

457 ◯ 359

4. Subtract.

542 – 367 = _____

Hundreds	Tens	Ones

5. Add.

26 + 37 = _____

6. Subtract.

96 – 11 = _____

7. 400 = _____ hundreds

8. Subtract.

55 – 26 = _____

9. Add.

282 + 165 = _____

Hundreds	Tens	Ones

10. Subtract.

482 – 10 = _____