A Story of Units®

Eureka Math™

Grade 2, Module 4

Student File_B

Contains Sprint and Fluency, Exit Ticket, and Assessment Materials

Sprint and Fluency Packet

A

Number Correct: _____

Add and Subtract Ones and Tens

1.	3 + 1 =		23.	50 + 30 =	
2.	30 + 10 =		24.	54 + 30 =	
3.	31 + 10 =		25.	54 + 3 =	
4.	31 + 1 =		26.	50 – 30 =	
5.	3 – 1 =		27.	59 – 30 =	
6.	30 – 10 =		28.	59 – 3 =	
7.	35 – 10 =		29.	67 + 30 =	
8.	35 – 1 =		30.	67 – 30 =	
9.	47 + 10 =		31.	67 – 3 =	
10.	10 – 1 =		32.	40 – 3 =	
11.	80 – 1 =		33.	42 – 3 =	
12.	40 + 20 =		34.	30 + 40 =	
13.	43 + 20 =		35.	32 + 40 =	
14.	43 + 2 =		36.	32 + 4 =	
15.	40 – 20 =		37.	70 – 40 =	
16.	45 – 20 =		38.	76 – 40 =	
17.	45 – 2 =		39.	76 – 4 =	
18.	57 + 2 =		40.	53 + 40 =	
19.	57 – 20 =		41.	53 + 4 =	
20.	10 – 2 =		42.	53 – 40 =	
21.	50 – 2 =		43.	90 – 4 =	
22.	51 – 2 =		44.	92 – 4 =	

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B

Number Correct: _____

Improvement: _____

Add and Subtract Ones and Tens

1.	2 + 1 =		23.	40 + 30 =	
2.	20 + 10 =		24.	45 + 30 =	
3.	21 + 10 =		25.	45 + 3 =	
4.	21 + 1 =		26.	40 – 30 =	
5.	2 – 1 =		27.	49 – 30 =	
6.	20 – 10 =		28.	49 – 3 =	
7.	25 – 10 =		29.	57 + 30 =	
8.	25 – 1 =		30.	57 – 30 =	
9.	37 + 10 =		31.	57 – 3 =	
10.	10 – 1 =		32.	50 – 3 =	
11.	70 – 1 =		33.	52 – 3 =	
12.	50 + 20 =		34.	20 + 40 =	
13.	53 + 20 =		35.	23 + 40 =	
14.	53 + 2 =		36.	23 + 4 =	
15.	50 – 20 =		37.	80 – 40 =	
16.	54 – 20 =		38.	86 – 40 =	
17.	54 – 2 =		39.	86 – 4 =	
18.	64 + 2 =		40.	43 + 40 =	
19.	64 – 20 =		41.	43 + 4 =	
20.	10 – 2 =		42.	63 – 40 =	
21.	60 – 2 =		43.	80 – 4 =	
22.	61 – 2 =		44.	82 – 4 =	

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Lesson 3: Add and subtract multiples of 10 and some ones within 100.

2

A

Number Correct: _____

Sums to the Teens

1.	9 + 1 =			23.	7 + 3 =	
2.	9 + 2 =			24.	7 + 4 =	
3.	9 + 3 =			25.	7 + 5 =	
4.	9 + 9 =			26.	7 + 9 =	
5.	8 + 2 =			27.	6 + 4 =	
6.	8 + 3 =			28.	6 + 5 =	
7.	8 + 4 =			29.	6 + 6 =	
8.	8 + 9 =			30.	6 + 9 =	
9.	9 + 1 =			31.	5 + 5 =	
10.	9 + 4 =			32.	5 + 6 =	
11.	9 + 5 =			33.	5 + 7 =	
12.	9 + 8 =			34.	5 + 9 =	
13.	8 + 2 =			35.	4 + 6 =	
14.	8 + 5 =			36.	4 + 7 =	
15.	8 + 6 =			37.	4 + 9 =	
16.	8 + 8 =			38.	3 + 7 =	
17.	9 + 1 =			39.	3 + 9 =	
18.	9 + 7 =			40.	5 + 8 =	
19.	8 + 2 =			41.	2 + 8 =	
20.	8 + 7 =			42.	4 + 8 =	
21.	9 + 1 =			43.	1 + 9 =	
22.	9 + 6 =			44.	2 + 9 =	

Lesson 9:   Use math drawings to represent the composition when adding a two-digit to a three digit addend.

3

B

Number Correct: _____

Improvement: _____

Sums to the Teens

1.	8 + 2 =		23.	7 + 3 =	
2.	8 + 3 =		24.	7 + 4 =	
3.	8 + 4 =		25.	7 + 5 =	
4.	8 + 8 =		26.	7 + 8 =	
5.	9 + 1 =		27.	6 + 4 =	
6.	9 + 2 =		28.	6 + 5 =	
7.	9 + 3 =		29.	6 + 6 =	
8.	9 + 8 =		30.	6 + 8 =	
9.	8 + 2 =		31.	5 + 5 =	
10.	8 + 5 =		32.	5 + 6 =	
11.	8 + 6 =		33.	5 + 7 =	
12.	8 + 9 =		34.	5 + 8 =	
13.	9 + 1 =		35.	4 + 6 =	
14.	9 + 4 =		36.	4 + 7 =	
15.	9 + 5 =		37.	4 + 8 =	
16.	9 + 9 =		38.	3 + 7 =	
17.	9 + 1 =		39.	3 + 9 =	
18.	9 + 7 =		40.	5 + 9 =	
19.	8 + 2 =		41.	2 + 8 =	
20.	8 + 7 =		42.	4 + 9 =	
21.	9 + 1 =		43.	1 + 9 =	
22.	9 + 6 =		44.	2 + 9 =	

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Lesson 9: Use math drawings to represent the composition when adding a two-digit to a three digit addend.

4

A

Number Correct: _____

Subtraction from Teens

1.	11 – 10 =		23.	19 – 9 =	
2.	12 – 10 =		24.	15 – 6 =	
3.	13 – 10 =		25.	15 – 7 =	
4.	19 – 10 =		26.	15 – 9 =	
5.	11 – 1 =		27.	20 – 10 =	
6.	12 – 2 =		28.	14 – 5 =	
7.	13 – 3 =		29.	14 – 6 =	
8.	17 – 7 =		30.	14 – 7 =	
9.	11 – 2 =		31.	14 – 9 =	
10.	11 – 3 =		32.	15 – 5 =	
11.	11 – 4 =		33.	17 – 8 =	
12.	11 – 8 =		34.	17 – 9 =	
13.	18 – 8 =		35.	18 – 8 =	
14.	13 – 4 =		36.	16 – 7 =	
15.	13 – 5 =		37.	16 – 8 =	
16.	13 – 6 =		38.	16 – 9 =	
17.	13 – 8 =		39.	17 – 10 =	
18.	16 – 6 =		40.	12 – 8 =	
19.	12 – 3 =		41.	18 – 9 =	
20.	12 – 4 =		42.	11 – 9 =	
21.	12 – 5 =		43.	15 – 8 =	
22.	12 – 9 =		44.	13 – 7 =	

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Lesson 10: Use math drawings to represent the composition when adding a two-digit to a three digit addend.

B

Number Correct: _____

Improvement: _____

Subtraction from Teens

1.	11 – 1 =		23.	16 – 6 =	
2.	12 – 2 =		24.	14 – 5 =	
3.	13 – 3 =		25.	14 – 6 =	
4.	18 – 8 =		26.	14 – 7 =	
5.	11 – 10 =		27.	14 – 9 =	
6.	12 – 10 =		28.	20 – 10 =	
7.	13 – 10 =		29.	15 – 6 =	
8.	18 – 10 =		30.	15 – 7 =	
9.	11 – 2 =		31.	15 – 9 =	
10.	11 – 3 =		32.	14 – 4 =	
11.	11 – 4 =		33.	16 – 7 =	
12.	11 – 7 =		34.	16 – 8 =	
13.	19 – 9 =		35.	16 – 9 =	
14.	12 – 3 =		36.	20 – 10 =	
15.	12 – 4 =		37.	17 – 8 =	
16.	12 – 5 =		38.	17 – 9 =	
17.	12 – 8 =		39.	16 – 10 =	
18.	17 – 7 =		40.	18 – 9 =	
19.	13 – 4 =		41.	12 – 9 =	
20.	13 – 5 =		42.	13 – 7 =	
21.	13 – 6 =		43.	11 – 8 =	
22.	13 – 9 =		44.	15 – 8 =	

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Lesson 10: Use math drawings to represent the composition when adding a two-digit to a three digit addend.

6

A

Number Correct: _____

Subtraction Patterns

1.	10 – 5 =		23.	14 – 6 =	
2.	20 – 5 =		24.	24 – 6 =	
3.	30 – 5 =		25.	34 – 6 =	
4.	10 – 2 =		26.	15 – 7 =	
5.	20 – 2 =		27.	25 – 7 =	
6.	30 – 2 =		28.	35 – 7 =	
7.	11 – 2 =		29.	11 – 4 =	
8.	21 – 2 =		30.	21 – 4 =	
9.	31 – 2 =		31.	31 – 4 =	
10.	10 – 8 =		32.	12 – 6 =	
11.	11 – 8 =		33.	22 – 6 =	
12.	21 – 8 =		34.	32 – 6 =	
13.	31 – 8 =		35.	21 – 6 =	
14.	14 – 5 =		36.	31 – 6 =	
15.	24 – 5 =		37.	12 – 8 =	
16.	34 – 5 =		38.	32 – 8 =	
17.	15 – 6 =		39.	21 – 8 =	
18.	25 – 6 =		40.	31 – 8 =	
19.	35 – 6 =		41.	28 – 9 =	
20.	10 – 7 =		42.	27 – 8 =	
21.	20 – 8 =		43.	38 – 9 =	
22.	30 – 9 =		44.	37 – 8 =	

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Lesson 13:   Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method.

7

B

Number Correct: _____

Improvement: _____

Subtraction Patterns

1.	10 – 1 =		23.	13 – 5 =	
2.	20 – 1 =		24.	23 – 5 =	
3.	30 – 1 =		25.	33 – 5 =	
4.	10 – 3 =		26.	16 – 8 =	
5.	20 – 3 =		27.	26 – 8 =	
6.	30 – 3 =		28.	36 – 8 =	
7.	12 – 3 =		29.	12 – 5 =	
8.	22 – 3 =		30.	22 – 5 =	
9.	32 – 3 =		31.	32 – 5 =	
10.	10 – 9 =		32.	11 – 5 =	
11.	11 – 9 =		33.	21 – 5 =	
12.	21 – 9 =		34.	31 – 5 =	
13.	31 – 9 =		35.	12 – 7 =	
14.	13 – 4 =		36.	22 – 7 =	
15.	23 – 4 =		37.	11 – 7 =	
16.	33 – 4 =		38.	31 – 7 =	
17.	16 – 7 =		39.	22 – 9 =	
18.	26 – 7 =		40.	32 – 9 =	
19.	36 – 7 =		41.	38 – 9 =	
20.	10 – 6 =		42.	37 – 8 =	
21.	20 – 7 =		43.	28 – 9 =	
22.	30 – 8 =		44.	27 – 8 =	

Lesson 13: Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method.

8

A

Number Correct: _____

Two-Digit Subtraction

1.	53 – 2 =		23.	84 – 40 =	
2.	65 – 3 =		24.	80 – 50 =	
3.	77 – 4 =		25.	86 – 50 =	
4.	89 – 5 =		26.	70 – 60 =	
5.	99 – 6 =		27.	77 – 60 =	
6.	28 – 7 =		28.	80 – 70 =	
7.	39 – 8 =		29.	88 – 70 =	
8.	31 – 2 =		30.	48 – 4 =	
9.	41 – 3 =		31.	80 – 40 =	
10.	51 – 4 =		32.	81 – 40 =	
11.	61 – 5 =		33.	46 – 3 =	
12.	30 – 9 =		34.	60 – 30 =	
13.	40 – 8 =		35.	68 – 30 =	
14.	50 – 7 =		36.	67 – 4 =	
15.	60 – 6 =		37.	67 – 40 =	
16.	40 – 30 =		38.	89 – 6 =	
17.	41 – 30 =		39.	89 – 60 =	
18.	40 – 20 =		40.	76 – 2 =	
19.	42 – 20 =		41.	76 – 20 =	
20.	80 – 50 =		42.	54 – 6 =	
21.	85 – 50 =		43.	65 – 8 =	
22.	80 – 40 =		44.	87 – 9 =	

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Lesson 15: Represent subtraction with and without the decomposition when there is a three-digit minuend.

9

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B

Two-Digit Subtraction

1.	43 – 2 =		23.	94 – 50 =	
2.	55 – 3 =		24.	90 – 60 =	
3.	67 – 4 =		25.	96 – 60 =	
4.	79 – 5 =		26.	80 – 70 =	
5.	89 – 6 =		27.	87 – 70 =	
6.	98 – 7 =		28.	90 – 80 =	
7.	29 – 8 =		29.	98 – 80 =	
8.	21 – 2 =		30.	39 – 4 =	
9.	31 – 3 =		31.	90 – 40 =	
10.	41 – 4 =		32.	91 – 40 =	
11.	51 – 5 =		33.	47 – 3 =	
12.	20 – 9 =		34.	70 – 30 =	
13.	30 – 8 =		35.	78 – 30 =	
14.	40 – 7 =		36.	68 – 4 =	
15.	50 – 6 =		37.	68 – 40 =	
16.	30 – 20 =		38.	89 – 7 =	
17.	31 – 20 =		39.	89 – 70 =	
18.	50 – 30 =		40.	56 – 2 =	
19.	52 – 30 =		41.	56 – 20 =	
20.	70 – 40 =		42.	34 – 6 =	
21.	75 – 40 =		43.	45 – 8 =	
22.	90 – 50 =		44.	57 – 9 =	

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Lesson 15: Represent subtraction with and without the decomposition when there is a three-digit minuend.

10

A

Number Correct: _____

Addition Crossing a Ten

1.	38 + 1 =		23.	85 + 7 =	
2.	47 + 2 =		24.	85 + 9 =	
3.	56 + 3 =		25.	76 + 4 =	
4.	65 + 4 =		26.	76 + 5 =	
5.	31 + 8 =		27.	76 + 6 =	
6.	42 + 7 =		28.	76 + 9 =	
7.	53 + 6 =		29.	64 + 6 =	
8.	64 + 5 =		30.	64 + 7 =	
9.	49 + 1 =		31.	76 + 8 =	
10.	49 + 2 =		32.	43 + 7 =	
11.	49 + 3 =		33.	43 + 8 =	
12.	49 + 5 =		34.	43 + 9 =	
13.	58 + 2 =		35.	52 + 8 =	
14.	58 + 3 =		36.	52 + 9 =	
15.	58 + 4 =		37.	59 + 1 =	
16.	58 + 6 =		38.	59 + 3 =	
17.	67 + 3 =		39.	58 + 2 =	
18.	57 + 4 =		40.	58 + 4 =	
19.	57 + 5 =		41.	77 + 3 =	
20.	57 + 7 =		42.	77 + 5 =	
21.	85 + 5 =		43.	35 + 5 =	
22.	85 + 6 =		44.	35 + 8 =	

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Lesson 18: Use manipulatives to represent additions with two compositions.

11

B

Number Correct: _____

Improvement: _____

Addition Crossing a Ten

1.	28 + 1 =		23.	75 + 7 =	
2.	37 + 2 =		24.	75 + 9 =	
3.	46 + 3 =		25.	66 + 4 =	
4.	55 + 4 =		26.	66 + 5 =	
5.	21 + 8 =		27.	66 + 6 =	
6.	32 + 7 =		28.	66 + 9 =	
7.	43 + 6 =		29.	54 + 6 =	
8.	54 + 5 =		30.	54 + 7 =	
9.	39 + 1 =		31.	54 + 8 =	
10.	39 + 2 =		32.	33 + 7 =	
11.	39 + 3 =		33.	33 + 8 =	
12.	39 + 5 =		34.	33 + 9 =	
13.	48 + 2 =		35.	42 + 8 =	
14.	48 + 3 =		36.	42 + 9 =	
15.	48 + 4 =		37.	49 + 1 =	
16.	48 + 6 =		38.	49 + 3 =	
17.	57 + 3 =		39.	58 + 2 =	
18.	57 + 4 =		40.	58 + 4 =	
19.	57 + 5 =		41.	67 + 3 =	
20.	57 + 7 =		42.	67 + 5 =	
21.	75 + 5 =		43.	85 + 5 =	
22.	75 + 6 =		44.	85 + 8 =	

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Lesson 18: Use manipulatives to represent additions with two compositions.

12

A

Addition Crossing a Ten

1.	38 + 1 =			23.	85 + 7 =	
2.	47 + 2 =			24.	85 + 9 =	
3.	56 + 3 =			25.	76 + 4 =	
4.	65 + 4 =			26.	76 + 5 =	
5.	31 + 8 =			27.	76 + 6 =	
6.	42 + 7 =			28.	76 + 9 =	
7.	53 + 6 =			29.	64 + 6 =	
8.	64 + 5 =			30.	64 + 7 =	
9.	49 + 1 =			31.	76 + 8 =	
10.	49 + 2 =			32.	43 + 7 =	
11.	49 + 3 =			33.	43 + 8 =	
12.	49 + 5 =			34.	43 + 9 =	
13.	58 + 2 =			35.	52 + 8 =	
14.	58 + 3 =			36.	52 + 9 =	
15.	58 + 4 =			37.	59 + 1 =	
16.	58 + 6 =			38.	59 + 3 =	
17.	67 + 3 =			39.	58 + 2 =	
18.	57 + 4 =			40.	58 + 4 =	
19.	57 + 5 =			41.	77 + 3 =	
20.	57 + 7 =			42.	77 + 5 =	
21.	85 + 5 =			43.	35 + 5 =	
22.	85 + 6 =			44.	35 + 8 =	

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

13

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B

Number Correct: _____

Improvement: _____

Addition Crossing a Ten

1.	28 + 1 =		23.	75 + 7 =	
2.	37 + 2 =		24.	75 + 9 =	
3.	46 + 3 =		25.	66 + 4 =	
4.	55 + 4 =		26.	66 + 5 =	
5.	21 + 8 =		27.	66 + 6 =	
6.	32 + 7 =		28.	66 + 9 =	
7.	43 + 6 =		29.	54 + 6 =	
8.	54 + 5 =		30.	54 + 7 =	
9.	39 + 1 =		31.	54 + 8 =	
10.	39 + 2 =		32.	33 + 7 =	
11.	39 + 3 =		33.	33 + 8 =	
12.	39 + 5 =		34.	33 + 9 =	
13.	48 + 2 =		35.	42 + 8 =	
14.	48 + 3 =		36.	42 + 9 =	
15.	48 + 4 =		37.	49 + 1 =	
16.	48 + 6 =		38.	49 + 3 =	
17.	57 + 3 =		39.	58 + 2 =	
18.	57 + 4 =		40.	58 + 4 =	
19.	57 + 5 =		41.	67 + 3 =	
20.	57 + 7 =		42.	67 + 5 =	
21.	75 + 5 =		43.	85 + 5 =	
22.	75 + 6 =		44.	85 + 8 =	

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

A

Number Correct: _____

Subtraction Patterns

1.	10 – 1 =	
2.	10 – 2 =	
3.	20 – 2 =	
4.	40 – 2 =	
5.	10 – 2 =	
6.	11 – 2 =	
7.	21 – 2 =	
8.	51 – 2 =	
9.	10 – 3 =	
10.	11 – 3 =	
11.	21 – 3 =	
12.	61 – 3 =	
13.	10 – 4 =	
14.	11 – 4 =	
15.	21 – 4 =	
16.	71 – 4 =	
17.	10 – 5 =	
18.	11 – 5 =	
19.	21 – 5 =	
20.	81 – 5 =	
21.	10 – 6 =	
22.	11 – 6 =	

23.	21 – 6 =	
24.	91 – 6 =	
25.	10 – 7 =	
26.	11 – 7 =	
27.	31 – 7 =	
28.	10 – 8 =	
29.	11 – 8 =	
30.	41 – 8 =	
31.	10 – 9 =	
32.	11 – 9 =	
33.	51 – 9 =	
34.	12 – 3 =	
35.	82 – 3 =	
36.	13 – 5 =	
37.	73 – 5 =	
38.	14 – 6 =	
39.	84 – 6 =	
40.	15 – 8 =	
41.	95 – 8 =	
42.	16 – 7 =	
43.	46 – 7 =	
44.	68 – 9 =	

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Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.

15

B

Number Correct: _____

Improvement: _____

Subtraction Patterns

1.	10 – 2 =		23.	21 – 6 =	
2.	20 – 2 =		24.	41 – 6 =	
3.	30 – 2 =		25.	10 – 7 =	
4.	50 – 2 =		26.	11 – 7 =	
5.	10 – 2 =		27.	51 – 7 =	
6.	11 – 2 =		28.	10 – 8 =	
7.	21 – 2 =		29.	11 – 8 =	
8.	61 – 2 =		30.	61 – 8 =	
9.	10 – 3 =		31.	10 – 9 =	
10.	11 – 3 =		32.	11 – 9 =	
11.	21 – 3 =		33.	31 – 9 =	
12.	71 – 3 =		34.	12 – 3 =	
13.	10 – 4 =		35.	92 – 3 =	
14.	11 – 4 =		36.	13 – 5 =	
15.	21 – 4 =		37.	43 – 5 =	
16.	81 – 4 =		38.	14 – 6 =	
17.	10 – 5 =		39.	64 – 6 =	
18.	11 – 5 =		40.	15 – 8 =	
19.	21 – 5 =		41.	85 – 8 =	
20.	91 – 5 =		42.	16 – 7 =	
21.	10 – 6 =		43.	76 – 7 =	
22.	11 – 6 =		44.	58 – 9 =	

Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.

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16

A

Number Correct: _____

Subtraction Patterns

1.	30 – 1 =		23.	31 – 2 =	
2.	40 – 2 =		24.	31 – 3 =	
3.	50 – 3 =		25.	31 – 4 =	
4.	50 – 4 =		26.	41 – 4 =	
5.	50 – 5 =		27.	51 – 5 =	
6.	50 – 9 =		28.	61 – 6 =	
7.	51 – 9 =		29.	71 – 7 =	
8.	61 – 9 =		30.	81 – 8 =	
9.	81 – 9 =		31.	82 – 8=	
10.	82 – 9 =		32.	82 – 7 =	
11.	92 – 9 =		33.	82 – 6 =	
12.	93 – 9 =		34.	82 – 3 =	
13.	93 – 8 =		35.	34 – 5 =	
14.	83 – 8 =		36.	45 – 6 =	
15.	33 – 8 =		37.	56 – 7 =	
16.	33 – 7 =		38.	67 – 8 =	
17.	43 – 7 =		39.	78 – 9 =	
18.	53 – 6 =		40.	77 – 9 =	
19.	63 – 6 =		41.	64 – 6 =	
20.	63 – 5 =		42.	24 – 8 =	
21.	73 – 5 =		43.	35 – 8 =	
22.	93 – 5 =		44.	36 – 8 =	

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Lesson 26: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.

17

B

Number Correct: _____

Improvement: _____

Subtraction Patterns

1.	20 – 1 =		23.	21 – 2 =	
2.	30 – 2 =		24.	21 – 3 =	
3.	40 – 3 =		25.	21 – 4 =	
4.	40 – 4 =		26.	31 – 4 =	
5.	40 – 5 =		27.	41 – 5 =	
6.	40 – 9 =		28.	51 – 6 =	
7.	41 – 9 =		29.	61 – 7 =	
8.	51 – 9 =		30.	71 – 8 =	
9.	71 – 9=		31.	72 – 8 =	
10.	72 – 9=		32.	72 – 7 =	
11.	82 – 9=		33.	72 – 6 =	
12.	83 – 9=		34.	72 – 3 =	
13.	83 – 8 =		35.	24 – 5 =	
14.	93 – 8 =		36.	35 – 6 =	
15.	23 – 8 =		37.	46 – 7 =	
16.	23 – 7 =		38.	57 – 8 =	
17.	33 – 7 =		39.	68 – 9 =	
18.	43 – 6 =		40.	67 – 9 =	
19.	53 – 6 =		41.	54 – 6 =	
20.	53 – 5 =		42.	24 – 9 =	
21.	63 – 5 =		43.	35 – 9 =	
22.	83 – 5 =		44.	46 – 9 =	

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Lesson 26: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.

18

A

Number Correct: _____

Subtraction from a Ten or a Hundred

1.	10 – 1 =		23.	100 – 82 =	
2.	100 – 10 =		24.	100 – 85 =	
3.	90 – 1 =		25.	100 – 15 =	
4.	100 – 11 =		26.	100 – 70 =	
5.	10 – 2 =		27.	100 – 71 =	
6.	100 – 20 =		28.	100 – 72 =	
7.	80 – 1 =		29.	100 – 75 =	
8.	100 – 21 =		30.	100 – 25 =	
9.	10 – 5 =		31.	100 – 10 =	
10.	100 – 50 =		32.	100 – 11 =	
11.	50 – 2 =		33.	100 – 12 =	
12.	100 – 52 =		34.	100 – 18 =	
13.	10 – 4 =		35.	100 – 82 =	
14.	100 – 40 =		36.	100 – 60 =	
15.	60 – 1 =		37.	100 – 6 =	
16.	100 – 41 =		38.	100 – 70 =	
17.	10 – 3 =		39.	100 – 7 =	
18.	100 – 30 =		40.	100 – 43 =	
19.	70 – 5 =		41.	100 – 8 =	
20.	100 – 35 =		42.	100 – 59 =	
21.	100 – 80 =		43.	100 – 4 =	
22.	100 – 81 =		44.	100 – 68 =	

Lesson 27: Subtract from 200 and from numbers with zeros in the tens place.

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19

B

Number Correct: _____

Improvement: _____

Subtraction from a Ten or a Hundred

1.	10 – 5 =		23.	100 – 72 =	
2.	100 – 50 =		24.	100 – 75 =	
3.	50 – 1 =		25.	100 – 25 =	
4.	100 – 51 =		26.	100 – 80 =	
5.	10 – 2 =		27.	100 – 81 =	
6.	100 – 20 =		28.	100 – 82 =	
7.	80 – 1 =		29.	100 – 85 =	
8.	100 – 21 =		30.	100 – 15 =	
9.	10 – 1 =		31.	100 – 10 =	
10.	100 – 10 =		32.	100 – 11 =	
11.	90 – 2 =		33.	100 – 12 =	
12.	100 – 12 =		34.	100 – 17 =	
13.	10 – 3 =		35.	100 – 83 =	
14.	100 – 30 =		36.	100 – 70 =	
15.	70 – 1 =		37.	100 – 7 =	
16.	100 – 31 =		38.	100 – 60 =	
17.	10 – 4 =		39.	100 – 6 =	
18.	100 – 40 =		40.	100 – 42 =	
19.	60 – 5 =		41.	100 – 4 =	
20.	100 – 45 =		42.	100 – 58 =	
21.	100 – 70 =		43.	100 – 8 =	
22.	100 – 71 =		44.	100 – 67 =	

Lesson 27:   Subtract from 200 and from numbers with zeros in the tens place.

20

A

Number Correct: _____

Subtraction Crossing a Ten

1.	30 – 1 =	
2.	40 – 2 =	
3.	50 – 3 =	
4.	50 – 4 =	
5.	50 – 5 =	
6.	50 – 9 =	
7.	51 – 9 =	
8.	61 – 9 =	
9.	81 – 9 =	
10.	82 – 9 =	
11.	92 – 9 =	
12.	93 – 9 =	
13.	93 – 8 =	
14.	83 – 8 =	
15.	33 – 8 =	
16.	33 – 7 =	
17.	43 – 7 =	
18.	53 – 6 =	
19.	63 – 6 =	
20.	63 – 5 =	
21.	73 – 5 =	
22.	93 – 5 =	

23.	31 – 2 =	
24.	31 – 3 =	
25.	31 – 4 =	
26.	41 – 4 =	
27.	51 – 5 =	
28.	61 – 6 =	
29.	71 – 7 =	
30.	81 – 8 =	
31.	82 – 8 =	
32.	82 – 7 =	
33.	82 – 6 =	
34.	82 – 3 =	
35.	34 – 5 =	
36.	45 – 6 =	
37.	56 – 7 =	
38.	67 – 8 =	
39.	78 – 9 =	
40.	77 – 9 =	
41.	64 – 6 =	
42.	24 – 8 =	
43.	35 – 8 =	
44.	36 – 8 =	

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Lesson 30: Compare totals below to new groups below as written methods.

21

B

Number Correct: _____

Improvement: _____

Subtraction Crossing a Ten

1.	20 – 1 =		23.	21 – 2 =	
2.	30 – 2 =		24.	21 – 3 =	
3.	40 – 3 =		25.	21 – 4 =	
4.	40 – 4 =		26.	31 – 4 =	
5.	40 – 5 =		27.	41 – 5 =	
6.	40 – 9 =		28.	51 – 6 =	
7.	41 – 9 =		29.	61 – 7 =	
8.	51 – 9 =		30.	71 – 8 =	
9.	71 – 9 =		31.	72 – 8 =	
10.	72 – 9 =		32.	72 – 7 =	
11.	82 – 9 =		33.	72 – 6 =	
12.	83 – 9 =		34.	72 – 3 =	
13.	83 – 8 =		35.	24 – 5 =	
14.	93 – 8 =		36.	35 – 6 =	
15.	23 – 8 =		37.	46 – 7 =	
16.	23 – 7 =		38.	57 – 8 =	
17.	33 – 7 =		39.	68 – 9 =	
18.	43 – 6 =		40.	67 – 9 =	
19.	53 – 6 =		41.	54 – 6 =	
20.	53 – 5 =		42.	24 – 9 =	
21.	63 – 5 =		43.	35 – 9 =	
22.	83 – 5 =		44.	46 – 9 =	

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Lesson 30:   Compare totals below to new groups below as written methods.

Exit Ticket Packet

Name _____   Date _____

1. Complete each pattern.

    a. 48, 47, 46, 45, 44, _____, _____, _____

    b. 78, 68, 58, 48, 38, _____, _____, _____

    c. 35, 34, 44, 43, 53, _____, _____, _____

2. Create two patterns using one of these rules for each: +1, -1, +10, or –10.

    a. _____, _____, _____, _____

    Rule for Pattern (a): _____

    b. _____, _____, _____, _____

    Rule for Pattern (b): _____

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Lesson 1:   Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.

1

Name _____   Date _____

Fill in the missing number to make each statement true.

1. 50 + 20 = _____

2. 4 tens + 3 tens = _____ tens

3. 7 tens - _____ tens = 5 tens

4. _____ - 20 = 63

5. 6 tens + 1 ten 4 ones = 9 tens 4 ones - _____ tens

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Lesson 2:   Add and subtract multiples of 10 including counting on to subtract.

2

Name _____   Date _____

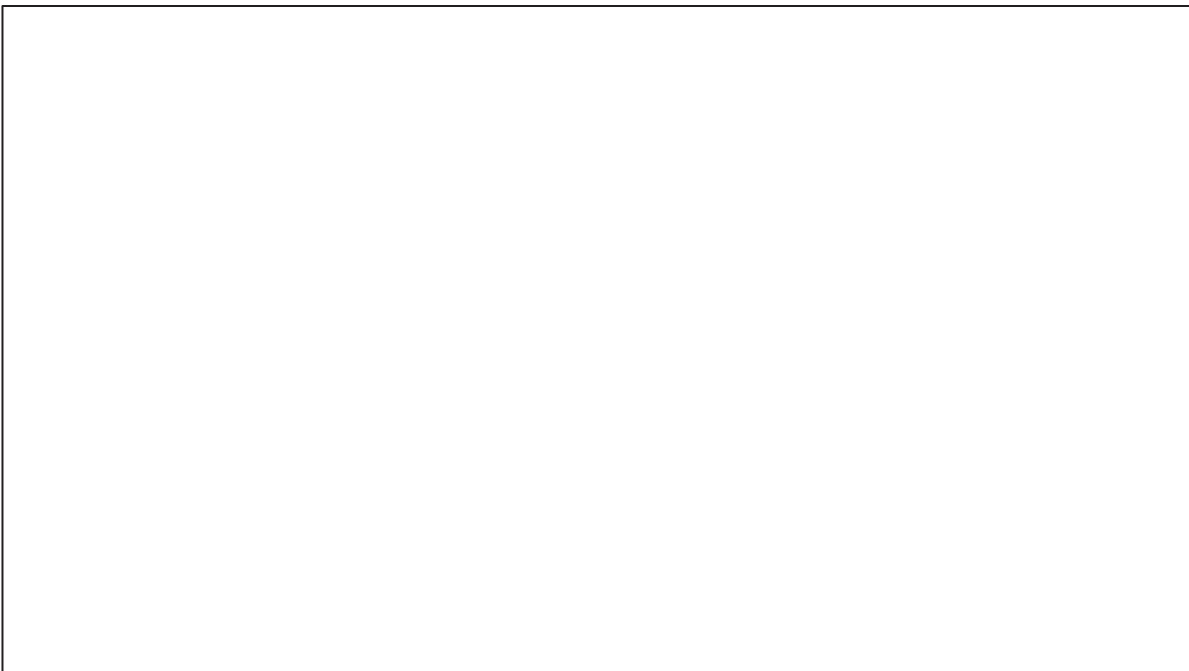1. Solve using the arrow way or number bonds.

   a. 43 + 30 = _____

   b. 68 + 24 = _____

   c. 82 – 51 = _____

   d. 28 – 19 = _____

2. Show or explain how you used mental math to solve one of the problems above.

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Lesson 3:   Add and subtract multiples of 10 and some ones within 100.

3

Name _____   Date _____

1. Solve. Draw a tape diagram or number bond to add or subtract tens. Write the new number sentence.

   a. 26 + 38 = _____ = _____

   b. 83 – 46 = _____ = _____

2. Craig checked out 28 books at the library. He read and returned some books. He still has 19 books checked out. How many books did Craig return? Draw a tape diagram or number bond to solve.

Name _____   Date _____

Solve and show your strategy.

1. A store sold 58 t-shirts and had 25 t-shirts left.

    a. How many t-shirts did the store have at first?

    b. If 17 t-shirts are returned, how many t-shirts does the store have now?

2. Steve swam 23 laps in the pool on Saturday, 28 laps on Sunday, and 36 laps on Monday. How many laps did Steve swim?

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Lesson 5:   Solve one- and two-step word problems within 100 using strategies based on place value.

5

Name _____   Date _____

Solve using your place value chart and place value disks. Compose a ten, if needed. Think about which ones you can solve mentally, too!

1. 53 + 19 = _____

2. 44 + 27 = _____

3. 64 + 28 = _____

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

6

Name _____   Date _____

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. 47 + 34

   b. 54 + 27

2. Explain how Problem 1, Part (a) can help you solve Problem 1, Part (b).

Lesson 7:   Relate addition using manipulatives to a written vertical method.
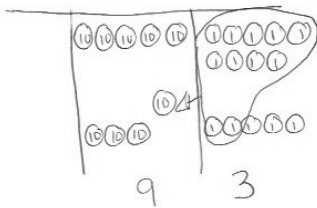
7

EUREKA
MATH™

Name _____   Date _____

Use place value language to explain Zane's mistake. Then, solve using the vertical form.
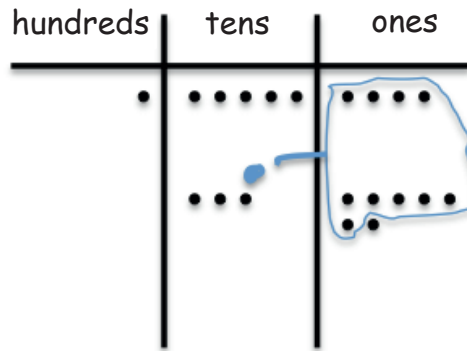Draw and bundle place value disks on your place value chart.

Zane's Answer	Zane's Mistake
59 + 35 = _____	

My Answer

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

8

Name _____   Date _____

1. Solve using the algorithm. Write a number sentence for the problem modeled on the place value chart.

2. Solve using the algorithm. Draw and bundle chips on the place value chart.

136 + 39 = _____

hundreds	tens	ones

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Lesson 9:   Use math drawings to represent the composition when adding a two-digit to a three digit addend.

9

Name _____   Date _____

1. Solve using the algorithm. Draw chips and bundle when you can.

    27 + 137

hundreds	tens	ones

2. Using the previous problem, fill in the blanks. Use place value language to explain how you used bundling to rename the solution.

    Before bundling a ten   _____ hundreds   _____ tens   _____ ones

    After bundling a ten   _____ hundreds   _____ tens   _____ ones

    ┌───┐
    │   <u>Explanation</u>   │
    │   │
    │   │
    │   │
    │   │
    │   │
    │   │
    └───┘

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Lesson 10:   Use math drawings to represent the composition when adding a two-digit to a three digit addend.

10

Name _____   Date _____

Solve for the missing part. Use your place value chart and place value disks.

1.

56   ( )
  \   /
   \   /
     71

2.

( )   38
  \   /
   \   /
     84

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Lesson 11:   Represent subtraction with and without the decomposition of
1 ten as 10 ones with manipulatives.

11

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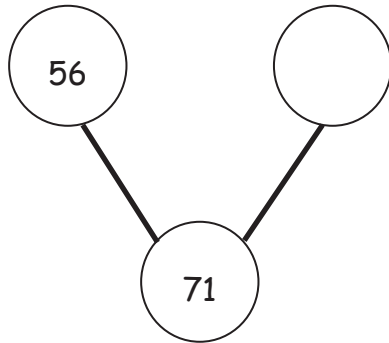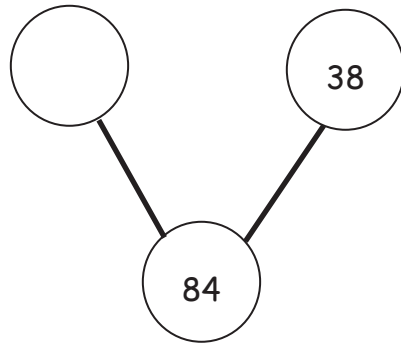
Name _____   Date _____

Sherry made a mistake while subtracting. Explain her mistake.

Sherry's Work:	Explanation:
14 4̸4 −26 ――― 28	――――――――――― ――――――――――― ――――――――――― ――――――――――― ――――――――――― ―――――――――――

Name _____   Date _____

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

1. 75 – 28 = _____

2. 63 – 35 = _____

Lesson 13:   Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method.

13

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Name _____   Date _____

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.

1. 145 – 28 = _____

hundreds	tens	ones

2. 151 – 39 = _____

hundreds	tens	ones

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

14

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Name _____ Date _____

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

1. 164 – 49

hundreds	tens	ones

2. 181 – 73

hundreds	tens	ones

Lesson 15: Represent subtraction with and without the decomposition when there is a three-digit minuend.

15

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Name _____   Date _____

Solve the following word problems. Use the RDW process.

1. The bookstore sold 83 books on Monday.
    On Tuesday, it sold 46 fewer books than on Monday.

    a. How many books were sold on Tuesday?

    b. The bookstore sold 28 more books on Tuesday than on Wednesday.
        How many books did the bookstore sell on Wednesday?

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Lesson 16:   Solve one- and two-step word problems within 100 using strategies
based on place value.

16

Name _____   Date _____

1. Solve mentally.

    a. 4 ones + _____ = 1 ten   4 + _____ = 10

        4 tens + _____ = 1 hundred   40 + _____ = 100

    b. 2 ones + 8 ones = _____ ten   2 + 8 = _____

        2 tens + 18 tens = _____ hundreds   20 + 180 = _____

2. Fill in the blanks. Then, complete the addition sentence.

    $63 \xrightarrow{+7}$ _____ $\xrightarrow{+10}$ _____ $\xrightarrow{+10}$ _____ $\xrightarrow{+10}$ _____

    63 + _____ = _____

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Lesson 17:   Use mental strategies to relate compositions of 10 tens as
1 hundred to 10 ones as 1 ten.

17

Name _____ Date _____

Solve using your place value chart and place value disks.

1. 46 + 54 = _____

2. 49 + 56 = _____

3. 28 + 63 = _____

4. 67 + 89 = _____

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Lesson 18: Use manipulatives to represent additions with two compositions.

18

Name _____   Date _____

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

1.   47 + 85

2. 128 + 39

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Name _____   Date _____

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

1.   46 + 65 = _____

100's	10's	1's

2.   74 + 57 = _____

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.

20

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Name _____   Date _____

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

1.   58 + 67 = _____

100's	10's	1's

2. 43 + 89 = _____

100's	10's	1's

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

21

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Name _____   Date _____

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

1. 17 + 33 + 48

2. 35 + 56 + 89 + 18

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

22

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Name _____   Date _____

Solve using number bonds to subtract from 100.

1. 114 – 50

2. 176 – 90

3. 134 – 40

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Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.

23

Name _____   Date _____

Solve using your place value chart and place value disks. Change 1 hundred for 10 tens and change 1 ten for 10 ones when necessary. Circle what you need to do to model each problem.

1. 157 – 74 = _____ I unbundled the hundred. Yes No I unbundled a ten. Yes No	2. 124 – 46 = _____ I unbundled the hundred. Yes No I unbundled a ten. Yes No

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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.

24

Name _____   Date _____

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.

1. 97 − 69

2. 121 − 65

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Name _____   Date _____

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

1.   153 − 46 = _____

hundreds	tens	ones

2.   118 − 79 = _____

hundreds	tens	ones

EUREKA MATH™

Lesson 26: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.

26

Name _____   Date _____

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

1.   100 − 44 = _____

hundreds	tens	ones

2. 200 − 76 = _____

hundreds	tens	ones

Name _____   Date _____

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

1.   108 − 79 = _____

hundreds	tens	ones

2.   200 − 126 = _____

hundreds	tens	ones

Name _____ Date _____

Add like units and record the totals below.

1.   45
    +   64
 	
 ───────
 	
 ───────
 	
 [   ]
	2. 109
	    + 72
	
	 ───────
	
	 ───────
	
	 ───────
	 [ ]

3.   144
    +   58
 	
 ───────
 	
 ───────
 	
 ───────
 [   ]
	4. 167
	    + 52
	
	 ───────
	
	 ───────
	
	 ───────
	 [ ]

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Lesson 29:   Use and explain the totals below method using words, math drawings, and numbers.

29

Name _____   Date _____

1. Kevin solved 166 + 25 using totals below. Solve the same problem another way.

$\begin{array}{r} 166 \\ +\ 25 \\ \hline 11 \\ 80 \\ 100 \\ \hline 191 \end{array}$	

2. Explain how Kevin's work and your work are similar.

_____

_____

_____

EUREKA MATH™

Lesson 30:   Compare totals below to new groups below as written methods.

30

Name _____   Date _____

Solve the following word problems by drawing a tape diagram. Then, use any strategy that you've learned to solve.

1. Sandra has 46 fewer coins than Martha. Sandra has 57 coins.

    a. How many coins does Martha have?

    b. How many coins do Sandra and Martha have together?

2. There are 32 brown dogs and 19 white dogs at the park. 16 more brown dogs come to the park. How many dogs are there now at the park?

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Assessment Packet

Name _____   Date _____

1. Solve. Show your mental math strategy.

a.	b.	c.
35 + 25 = _____	_____ = 27 + 46	_____ − 19 = 73
d.	e.	f.
89 − 52 = _____	61 − _____ = 32	75 − _____ = 29
g.	h.	i.
$32 \xrightarrow{+1} \_\_\_\_\_ \xrightarrow{+\_\_\_} 43$	$60 \xrightarrow{-\_\_\_} \_\_\_\_\_ \xrightarrow{-\_\_\_} 49$	$\_\_\_\_ \xrightarrow{+10} \_\_\_\_ \xrightarrow{+1} 73$

2. Solve and show your work with a model.

a.	b.
116 + 74 = _____	147 + 28 = _____
Model:	Model:

<table>
<tr><td>

c.

84 – 59 = _____

Model:

</td><td>

d.

62 – 45 = _____

Model:

</td></tr>
</table>

3. Label each as true or false. Use a place value strategy to show how you know.

    a.   23 – 14 = 14 + 23   _____

    b.   45 – 19 = 22 + 4   _____

    c.   93 – 56 = 84 – 37   _____

    d.   8 ones + 5 tens = 85   _____

4. Sarah solved the word problem below.

There are 47 cats in Cuddle's Pet Shop. There
are 29 more dogs than cats. How many dogs
are in Cuddle's Pet Shop?

+29

| 47 |

47+29

| ? |

47 + 30 - 1 = 76

There are 76 dogs in Cuddle's.

a. Explain why Sarah's addition strategy worked.

b. There are 18 fewer cats than birds. How many birds are in Cuddle's Pet Shop? Use another place value strategy to find the answer. Show your work.

Name _____   Date _____

1. Solve mentally:

a. 72 + 10 = _____	b. _____ = 73 − 10	c. _____ + 10 = 174
d. 83 + 100 = _____	e. _____ = 182 − 100	f. _____ − 100 = 81
g. 65 + 40 = _____	h. _____ = 166 − 40	i. 127 + _____ = 167
j. 85 + 42 = _____	k. _____ = 186 − 41	l. 189 − 47 = _____

2. Solve:
   a. Find the solution and model how you found your answer.

87 + 56 =	Model:
38 + 68 + 71 + 12 =	Model:

b. Solve and explain your answer using place value.

91 − 24 =	154 + 27 =
105 − 42 =	86 + 45 =

c. Susan and James solved 125 + 32 in different ways. Explain why both ways are correct.

Susan's Way:	James's Way:
$125 + 32$ $125 \xrightarrow{+10} 135 \xrightarrow{+10} 145 \xrightarrow{+10} 155 \xrightarrow{+2} \boxed{157}$	$125 + 32$ $125 + 30 + 2 = \boxed{157}$
Explanation:	Explanation:

3. Find the missing numbers to make each statement true. Show your mental math strategy.

a. $98 \xrightarrow{+10} \rule{3em}{0.4pt} \xrightarrow{+\rule{1em}{0.4pt}} 109$

b. 6 tens + 4 ones = 70 – _____

c. 25 + 75 = _____ + 30

d. 39 + _____ = 82

e. 100 – _____ = 45 + 15 + 32

4. Sally went shopping. She spent $86 on groceries and $39 on clothing.

   a. How much more did Sally spend on groceries than on clothing? Show your work.

   b. After Sally's shopping trip, she had $12 left. How much money did she have to begin with?
       Show your work.

c. If Sally hadn't purchased the clothing, would she have been able to afford a $55 necklace? Explain your answer.

d. How much money would Sally need to buy the groceries, the clothing, and the necklace? Show your work with a model.