A Story of Units®

Eureka Math™

Grade 2, Module 5

Student File_A

*Contains copy-ready classwork and homework
as well as templates (including cut outs)*

Name _____   Date _____

1. Complete each *more* or *less* statement.

    a. 10 more than 175 is _____.

    b. 100 more than 175 is _____.

    c. 10 less than 175 is _____.

    d. 100 less than 175 is _____.

    e. 319 is 10 more than _____.

    f. 499 is 100 less than _____.

    g. _____ is 100 less than 888.

    h. _____ is 10 more than 493.

    i. 898 is _____ than 998.

    j. 607 is _____ than 597.

    k. 10 more than 309 is _____.

    l. 309 is _____ than 319.

2. Complete each regular number pattern.

    a. 170, 180, 190, _____, _____, _____

    b. 420, 410, 400, _____, _____, _____

    c. 789, 689, _____, _____, _____, 289

    d. 565, 575, _____, _____, _____, 615

    e. 724, _____, _____, _____, 684, 674

    f. _____, _____, _____, 886, 876, 866

Lesson 1:   Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

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1

3. Complete each statement.

   a. $389 \xrightarrow{+10} \rule{2cm}{0.4pt} \xrightarrow{+100} \rule{2cm}{0.4pt}$

   b. $187 \xrightarrow{-100} \rule{2cm}{0.4pt} \xrightarrow{-10} \rule{2cm}{0.4pt}$

   c. $609 \xrightarrow{-10} \rule{2cm}{0.4pt} \xrightarrow{-\rule{1cm}{0.4pt}} 499 \xrightarrow{+10} \rule{2cm}{0.4pt} \xrightarrow{+\rule{1cm}{0.4pt}} 519$

   d. $512 \xrightarrow{-10} \rule{2cm}{0.4pt} \xrightarrow{-10} \rule{2cm}{0.4pt} \xrightarrow{+100} \rule{2cm}{0.4pt} \xrightarrow{+100} \rule{2cm}{0.4pt} \xrightarrow{+10} \rule{2cm}{0.4pt}$

4. Solve using the arrow way.

   a. 210 + 130 = _____

   b. 320 + _____ = 400

   c. _____ + 515 = 735

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Lesson 1:   Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

2

Name _____   Date _____

1. Complete each *more* or *less* statement.

    a. 10 more than 222 is _____.   b. 100 more than 222 is _____.

    c. 10 less than 222 is _____.   d. 100 less than 222 is _____.

    e. 515 is 10 more than _____.   f. 299 is 100 less than _____.

    g. _____ is 100 less than 345.   h. _____ is 10 more than 397.

    i. 898 is _____ than 998.   j. 607 is _____ than 597.

    k. 10 more than 309 is _____.   l. 309 is _____ than 319.

2. Complete each regular number pattern.

    a. 280, 290, _____, _____, _____, 330

    b. 530, 520, 510, _____, _____, _____

    c. 643, 543, _____, _____, _____, 143

    d. 681, 691, _____, _____, _____, 731

    e. 427, _____, _____, _____, 387, 377

    f. _____, _____, _____, 788, 778, 768

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Lesson 1:   Relate 10 more, 10 less, 100 more, and 100 less to addition and
subtraction of 10 and 100.

3

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3. Complete each statement.

   a. 235 $\xrightarrow{+10}$ _____ $\xrightarrow{+100}$ _____

   b. 391 $\xrightarrow{-100}$ _____ $\xrightarrow{-10}$ _____

   c. 417 $\xrightarrow{-10}$ _____ $\xrightarrow{-\ \ }$ _____ $\xrightarrow{-100}$ 297

   d. 311 $\xrightarrow{-10}$ _____ $\xrightarrow{-10}$ _____ $\xrightarrow{+100}$ _____ $\xrightarrow{+100}$ _____ $\xrightarrow{+10}$ _____

4. Solve using the arrow way.

   a. 370 + 110 = _____

   b. 290 + _____ = 400

   c. _____ + 710 = 850

Lesson 1:   Relate 10 more, 10 less, 100 more, and 100 less to addition and
subtraction of 10 and 100.

4

ones	
tens	
hundreds	

hundreds place value chart

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Lesson 1: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

5

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unlabeled hundreds place value chart

Lesson 1: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

6

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Name _____   Date _____

1. Solve each addition problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

   a. 2 hundreds 4 tens + 3 hundreds = _____ hundreds _____ tens

       240 + 300 = _____

   b. 340 + 300 = _____   140 + 500 = _____   200 + 440 = _____

   c. 400 + 374 = _____   274 + 500 = _____   700 + 236 = _____

   d. 571 + _____ = 871   _____ + 349 = 749   96 + _____ = 696

   e. _____ + 562 = 862   300 + _____ = 783   600 + _____ = 726

2. Solve each subtraction problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

   a. 6 hundreds 2 ones − 4 hundreds = _____ hundreds _____ tens _____ ones

       602 − 400 = _____

   b. 640 − 200 = _____   650 − 300 = _____   750 − _____ = 350

   c. 462 − 200 = _____   667 − 500 = _____   731 − 400 = _____

   d. 431 − _____ = 131   985 − _____ = 585   768 − _____ = 68

   e. _____ − 200 = 662   _____ − 300 = 653   734 − _____ =234

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Lesson 2:   Add and subtract multiples of 100, including counting on to subtract.

7

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3. Fill in the blanks to make true number sentences. Use place value strategies, number bonds, or the arrow way to solve.

   a. 200 more than 389 is _____.

   b. 300 more than _____ is 568.

   c. 400 less than 867 is _____.

   d. _____ less than 962 is 262.

4. Jessica's lemon tree had 526 lemons. She gave away 300 lemons. How many does she have left? Use the arrow way to solve.

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Name _____   Date _____

1. Solve each addition problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

   a. 4 hundreds 5 tens + 2 hundreds = _____ hundreds _____ tens

      450 + 200 = _____

   b. 220 + 300 = _____   230 + 500 = _____   200 + 440 = _____

   c. 400 + 368 = _____   386 + 500 = _____   700 + 239 = _____

   d. 119 + _____ = 519   _____ + 272 = 872   62 + _____ = 562

2. Solve each subtraction problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

   a. 5 hundreds 8 ones − 3 hundreds = _____ hundreds _____ tens _____ ones

      508 − 300 = _____

   b. 430 − 200 = _____   550 − 300 = _____   860 − _____ = 360

   c. 628 − 200 = _____   718 − 500 = _____   836 − 400 = _____

   d. 553 − _____ = 153   981 − _____ = 381   827 − _____ = 27

3. Fill in the blanks to make true number sentences. Use place value strategies, number bonds, or the arrow way to solve.

a. 300 more than 215 is _____.

b. 300 more than _____ is 668.

c. 500 less than 980 is _____.

d. _____ less than 987 is 487.

e. 600 _____ than 871 is 271.

f. 400 _____ than 444 is 844.

Name _____   Date _____

1. Solve each set of problems using the arrow way.

a. 380 + 200 380 + 220 380 + 230	
b. 470 + 400 470 + 430 470 + 450	
c. 650 + 200 650 + 250 650 + 280	
d. 430 + 300 430 + 370 430 + 390	

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Lesson 3:   Add multiples of 100 and some tens within 1,000.

11

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2. Solve using the arrow way or mental math. Use scrap paper if needed.

a. 490 + 200 = _____	210 + 490 = _____	490 + 220 = _____
b. 230 + 700 = _____	230 + 710 = _____	730 + 230 = _____
c. 260 + 240 = _____	260 + 260 = _____	280 + 260 = _____
d. 160 + 150 = _____	370 + 280 = _____	380 + 450 = _____
e. 430 + 290 = _____	660 + 180 = _____	370 + 270 = _____

3. Solve.

a. 66 tens + 20 tens =_____ tens   b. 66 tens + 24 tens = _____tens

c. 66 tens + 27 tens =_____ tens   d. 67 tens + 28 tens = _____tens

e. What is the value of 86 tens? _____

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Lesson 3:   Add multiples of 100 and some tens within 1,000.

12

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Name _____   Date _____

1. Solve each set of problems using the arrow way.

a.
260 + 200
260 + 240
260 + 250

b.
320 + 400
320 + 480
320 + 490

c.
550 + 200
550 + 250
550 + 270

d.
230 + 400
230 + 470
230 + 490

2. Solve using the arrow way or mental math. Use scrap paper if needed.

a. 320 + 200 = _____   280 + 320 = _____   290 + 320 = _____

b. 130 + 500 = _____   130 + 560 = _____   130 + 580 = _____

c. 360 + 240 = _____   350 + 270 = _____   380 + 230 = _____

d. 260 + 250 = _____   270 + 280 = _____   280 + 250 = _____

e. 440 + 280 = _____   660 + 160 = _____   770 + 150 = _____

3. Solve.

a. 34 tens + 20 tens = _____ tens   b. 34 tens + 26 tens = _____ tens

c. 34 tens + 27 tens = _____ tens   d. 34 tens + 28 tens = _____ tens

e. What is the value of 62 tens? _____

Name _____ Date _____

1. Solve using the arrow way.

---

a.

570 − 200

570 − 270

570 − 290

---

b.

760 − 400

760 − 460

760 − 480

---

c.

950 − 500

950 − 550

950 − 580

---

d.

820 − 320

820 − 360

820 − 390

---

2. Solve using the arrow way or mental math. Use scrap paper if needed.

a.

530 – 400 = _____   530 – 430 = _____   530 – 460 = _____

b.

950 – 550 = _____   950 – 660 = _____   950 – 680 = _____

c.

640 – 240 = _____   640 – 250 = _____   640 – 290 = _____

d.

740 – 440 = _____   740 – 650 = _____   740 – 690 = _____

3. Solve.

a. 88 tens – 20 tens = _____   b. 88 tens – 28 tens = _____

c. 88 tens – 29 tens = _____   d. 84 tens – 28 tens = _____

e. What is the value of 60 tens? _____

f. What is the value of 56 tens? _____

Name _____   Date _____

1. Solve using the arrow way.

a.
430 − 200
430 − 230
430 − 240

b.
570 − 300
570 − 370
570 − 390

c.
750 − 400
750 − 450
750 − 480

d.
940 − 330
940 − 360
940 − 480

2. Solve using the arrow way or mental math. Use scrap paper if needed.

a.		
330 – 200 = _____	330 – 230 = _____	330 – 260 = _____
b.		
440 – 240 = _____	440 – 260 = _____	440 – 290 = _____
c.		
860 – 560 = _____	860 – 570 = _____	860 – 590 = _____
d.		
970 – 470 = _____	970 – 480 = _____	970 – 490 = _____

3. Solve.

a. 66 tens – 30 tens = _____   b. 66 tens – 36 tens = _____

c. 66 tens – 38 tens = _____   d. 67 tens – 39 tens = _____

e. What is the value of 28 tens? _____

f. What is the value of 36 tens? _____

Name _____   Date _____

1. Solve.

    a. 30 tens = _____   b. 43 tens = _____

    c. 18 tens + 12 tens = _____ tens   d. 18 tens + 13 tens = _____ tens

    e. 24 tens + 19 tens = _____ tens   f. 25 tens + 29 tens = _____ tens

2. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.

    a. 190 + 130

         10   120

        __200 + 120_____ = _____

    b. 260 + 190

        _____ = _____

    c. 330 + 180

        _____ = _____

d. 440 + 280

_____ = _____

e. 199 + 86

_____ = _____

f. 298 + 57

_____ = _____

g. 425 + 397

_____ = _____

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Lesson 5:   Use the associative property to make a hundred in one addend.

20

Name _____   Date _____

1. Solve.

   a. 32 tens = _____

   b. 52 tens = _____

   c. 19 tens + 11 tens = _____ tens

   d. 19 tens + 13 tens = _____ tens

   e. 28 tens + 23 tens = _____ tens

   f. 28 tens + 24 tens = _____ tens

2. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.

   a. 90 + 180

   10   170

   __100 + 170__ = _____

   b. 190 + 460

   _____ = _____

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Lesson 5:   Use the associative property to make a hundred in one addend.

21

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c. 540 + 280

_____ = _____

d. 380 + 430

_____ = _____

e. 99 + 141

_____ = _____

f. 75 + 299

_____ = _____

g. 795 + 156

_____ = _____

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Lesson 5: Use the associative property to make a hundred in one addend.

22

Name _____ Date _____

1. Draw and label a tape diagram to show how to simplify the problem. Write the new equation , and then subtract.

    a. 220 − 190 = ___230 – 200___ = _____

+ 10	220
+ 10	190
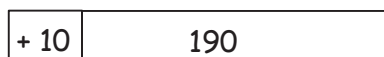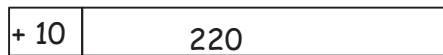
    b. 320 − 190 = _____ = _____

    c. 400 − 280 = _____ = _____

    d. 470 − 280 = _____ = _____

    e. 530 − 270 = _____ = _____

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Lesson 6:   Use the associative property to subtract from three-digit numbers and verify solutions with addition.

23

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2. Draw and label a tape diagram to show how to simplify the problem. Write a new equation, and then subtract. Check your work using addition.

   a. 451 − 199 = ___451 − 200___ = _____

+1 | 451 +1 | 199	Check:

   b. 562 − 299 = _____ = _____

	Check:

   c. 432 − 298 = _____ = _____

	Check:

   d. 612 − 295 = _____ = _____

	Check:

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Lesson 6:   Use the associative property to subtract from three-digit numbers and verify solutions with addition.

24

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Name _____   Date _____

1. Draw and label a tape diagram to show how to simplify the problem. Write the new equation, and then subtract.

   a. 340 − 190 = ___350 − 200___ = _____

+ 10	340

+ 10	190
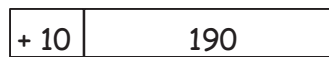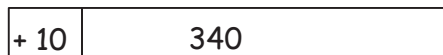
   b. 420 − 190 = _____ = _____

   c. 500 − 280 = _____ = _____

   d. 650 − 280 = _____ = _____

   e. 740 − 270 = _____ = _____

Lesson 6:   Use the associative property to subtract from three-digit numbers and verify solutions with addition.

25

2. Draw and label a tape diagram to show how to simplify the problem. Write a new equation, and then subtract. Check your work using addition.

a. 236 – 99 = <u>   237 – 100   </u> = <u>   </u>

<table>
<tr><td>
+ 1 | 236

+ 1 | 99
</td><td>Check:</td></tr>
</table>

b. 372 – 199 = <u>   </u> = <u>   </u>

	Check:

c. 442 – 298 = <u>   </u> = <u>   </u>

	Check:

d. 718 – 390 = <u>   </u> = <u>   </u>

	Check:

Lesson 6: Use the associative property to subtract from three-digit numbers and verify solutions with addition.

26

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Name _____ Date _____

1. Circle the student work that shows a *correct* solution to 543 + 290.

	Explain the mistake in any of the incorrect solutions.
$543 + 290 = 533 + 300 = 833$ $\wedge$ 533 10	_____
$543 + 290 = 553 + 300 = 853$ [+10] 543 [+10] 290	_____ _____ _____
$543 \xrightarrow{+200} 743 \xrightarrow{+60} 803 \xrightarrow{+30} 833$	_____

2. Circle the student work that *correctly* shows a strategy to solve 721 – 490.

$721 - 490 = 711 - 500 = 211$
711 $\wedge$ 10

+10	721
+10	490

$731 - 500 = 231$

Fix the work that is *incorrect* by making a new drawing in the space below with a matching number sentence.

3. Two students solved 636 + 294 using two different strategies.

$636 \xrightarrow{+4} 640 \xrightarrow{+60} 700 \xrightarrow{+30} 730 \xrightarrow{+200} 930$

$636 + 294 = 630 + 300 = 930$

$630 \quad 6$

Explain which strategy would be easier to use when solving and why.

_____

_____

_____

4. Circle one of the strategies below, and use the circled strategy to solve 290 + 374.

a.	b. Solve:
arrow way / number bond	

c. Explain why you chose that strategy.

_____

_____

_____

Name _____ Date _____

1. Solve each problem with a written strategy such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

a. 370 + 300 = _____	b. _____ = 562 – 200	c. _____ + 500 = 812
d. 230 - 190 = _____	e. _____ = 640 – 180	f. 450 - 290 = _____

2. Use the arrow way to complete the number sentences.

a. 420 - 230 = _____	b. 340 - 160 = _____	c. 710 – 350 = _____

3. Solve 667 + 295 using two different strategies.

a.	b.

c. Explain which strategy is easier to use when solving and why.

_____

_____

_____

4. Circle one of the strategies below, and use the circled strategy to solve 199 + 478.

a.	b. Solve:
arrow way / number bond	

c. Explain why you chose that strategy.

_____

_____

_____

Student A	Student B

697 + 223
3   220

700 + 220 = 920

$$697 \xrightarrow{+3} 700 \xrightarrow{+200} 900 \xrightarrow{+20} 920$$

Student C	Student D

864 – 380
844   20

844 – 400 = 444

+20 | 864
+20 | 380

884 – 400 = 484

student work samples

Name _____   Date _____

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

a. 301 + 49	b. 402 + 48
c. 315 + 93	d. 216 + 192
e. 545 + 346	f. 565 + 226
g. 222 + 687	h. 164 + 745

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2. Solve.

a. 300 + 200 = _____

b. 320 + 200 = _____

c. 320 + 230 = _____

d. 320 + 280 = _____

e. 328 + 286 = _____

f. 600 + 80 = _____

g. 600 + 180 = _____

h. 620 + 180 = _____

i. 680 + 220 = _____

j. 680 + 230 = _____

Name _____   Date _____

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

a. 505 + 75	b. 606 + 84
c. 293 + 114	d. 314 + 495
e. 364 + 326	f. 346 + 234
g. 384 + 225	h. 609 + 351

EUREKA MATH™

2. Solve.

a. 200 + 400 = _____

b. 220 + 400 = _____

c. 220 + 440 = _____

d. 220 + 480 = _____

e. 225 + 485 = _____

f. 500 + 60 = _____

g. 500 + 160 = _____

h. 540 + 160 = _____

i. 560 + 240 = _____

j. 560 + 250 = _____

Name _____   Date _____

1. Solve the following problems using place value disks, a place value chart, and vertical form.

a. 417 + 293	b. 526 + 185
c. 338 + 273	d. 625 + 186
e. 250 + 530	f. 243 + 537
g. 376 + 624	h. 283 + 657

2. Solve.

   a. 270 + 430 = _____

   b. 260 + 440 = _____

   c. 255 + 445 = _____

   d. 258 + 443 = _____

   e. 408 + 303 = _____

   f. 478 + 303 = _____

   g. 478 + 323 = _____

Name _____ Date _____

1. Solve the following problems using a place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

a. 205 + 345	b. 365 + 406
c. 446 + 334	d. 466 + 226
e. 537 + 243	f. 358 + 443
g. 753 + 157	h. 663 + 258

2. Solve.

a. 180 + 420 = _____

b. 190 + 430 = _____

c. 364 + 236 = _____

d. 275 + 435 = _____

e. 404 + 206 = _____

f. 440 + 260 = _____

g. 444 + 266 = _____

Name _____   Date _____

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a. 117 + 170 = _____

hundreds	tens	ones

b. 217 + 173 = _____

hundreds	tens	ones

c. 371 + 133 = _____

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Lesson 10:   Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

40

hundreds	tens	ones

d. 504 + 269 = _____

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

a. 546 + 192 = _____

b. 546 + 275 = _____

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Lesson 10:   Use math drawings to represent additions with up to two
             compositions and relate drawings to the addition algorithm.

41

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Name _____ Date _____

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a. 124 + 260 = _____

hundreds	tens	ones

b. 426 + 324 = _____

hundreds	tens	ones

c. 362 + 243 = _____

EUREKA MATH

Lesson 10:   Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

42

hundreds	tens	ones

d. 606 + 294 = _____

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

a. 372 + 118 = _____

b. 248 + 233 = _____

EUREKA MATH

Lesson 10:   Use math drawings to represent additions with up to two
compositions and relate drawings to the addition algorithm.

43

Name _____   Date _____

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a. 227 + 183 = _____

hundreds	tens	ones

b. 424 + 288 = _____

hundreds	tens	ones

c. 638 + 298 = _____

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Lesson 11:   Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

44

hundreds	tens	ones

d. 648 + 289 = _____

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

a. 307 + 187

b. 398 + 207

Lesson 11: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

45

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Name _____   Date _____

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a. 167 + 224 = _____

hundreds	tens	ones

b. 518 + 245 = _____

hundreds	tens	ones

c. 482 + 369 = _____

Lesson 11: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

46

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hundreds	tens	ones

d. 638 + 298 = _____

2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

a. 456 + 378

b. 187 + 567

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Lesson 11:   Use math drawings to represent additions with up to two
compositions and relate drawings to the addition algorithm.

47

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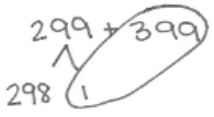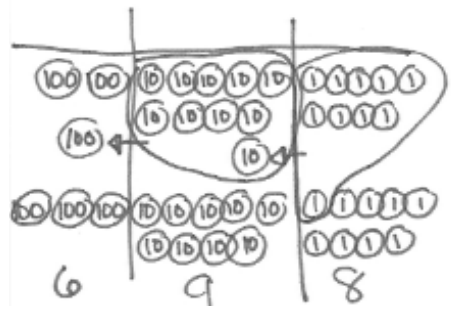
Name _____ Date _____

1. Tracy solved the problem 299 + 399 four different ways.

Explain which strategy is most efficient for Tracy to use and why.

_____

_____

_____

_____

_____

Lesson 12: Choose and explain solution strategies and record with a written addition method.

48

2. Choose the best strategy and solve. Explain why you chose that strategy.

a. 221 + 498	Explanation:
	_____
	_____
	_____
	_____
b. 467 + 200	Explanation:
	_____
	_____
	_____
	_____
c. 378 + 464	Explanation:
	_____
	_____
	_____
	_____

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Lesson 12:   Choose and explain solution strategies and record with a written addition method.

49

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Name _____ Date _____

1. Solve 435 + 290 using two different strategies.

a.	b.

c. Explain which strategy would be easier and why.

_____

_____

_____

_____

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Lesson 12: Choose and explain solution strategies and record with a written addition method.

50

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2. Choose the best strategy and solve. Explain why you chose that strategy.

a. 299 + 458	Explanation: _____ _____ _____ _____
b. 733 + 210	Explanation: _____ _____ _____ _____
c. 295 + 466	Explanation: _____ _____ _____ _____

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Lesson 12: Choose and explain solution strategies and record with a written addition method.

51

Name _____   Date _____

1. Solve using mental math.

    a. 8 − 6 = _____   80 − 60 = _____   180 − 60 = ____   180 − 59 = ____

    b. 6 − 3 = _____   60 − 30 = _____   760 − 30 = ____   760 − 28 = ____

2. Solve using mental math or vertical form with place value disks. Check your work using addition.

    a. 138 − 17 = __121__   b. 138 − 19 = _____

```
 (138)        121
 −17         + 17
 121          138
```

    c. 445 − 35 = _____   d. 445 − 53 = _____

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Lesson 13:   Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works.

52

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e. 863 – 170 = _____

f. 845 – 152 = _____

g. 472 – 228 = _____

h. 418 – 274 = _____

i. 567 – 184 = _____

j. 567 – 148 = _____

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Lesson 13:   Relate manipulative representations to the subtraction algorithm, and
use addition to explain why the subtraction method works.

53

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Name _____   Date _____

1. Solve using mental math.

   a. 9 – 5 = _____   90 – 50 = _____   190 – 50 = _____   190 – 49 = _____

   b. 7 – 4 = _____   70 – 40 = _____   370 – 40 = _____   370 – 39 = _____

2. Solve using mental math or vertical form with place value disks. Check your work using addition.

   a. 153 – 31 = ___122___   b. 153 – 38 = _____

   (153)   122
   –31   + 31
   122   153

   c. 362 – 49 = _____   d. 485 – 177 = _____

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Lesson 13:   Relate manipulative representations to the subtraction algorithm, and
use addition to explain why the subtraction method works.

54

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e. 753 – 290 = _____   f. 567 – 290 = _____

g. 873 – 428 = _____   h. 817 – 565 = _____

i. 973 – 681 = _____   j. 748 – 239 = _____

3. Complete the number sentence modeled by place value disks.
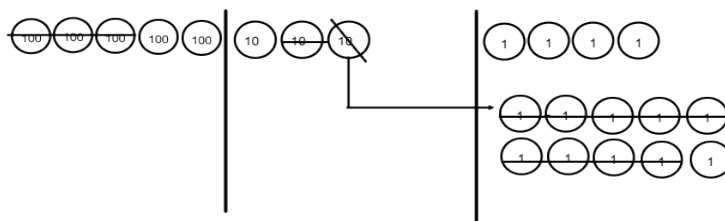
_____ – _____ = 215

Lesson 13: Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works.

55

Name _____   Date _____

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. 469 – 170	Solve vertically or mentally:	Check:
b. 531 – 224	Solve vertically or mentally:	Check:
c. 618 – 229	Solve vertically or mentally:	Check:

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Lesson 14: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

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56

d. 838 − 384	Solve vertically or mentally:	Check:
e. 927 − 628	Solve vertically or mentally:	Check:

2. If 561 − 387 = 174, then 174 + 387 = 561. Explain why this statement is true using numbers, pictures, or words.

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Lesson 14: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

57

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Name _____   Date _____

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. 373 – 180	Solve vertically or mentally:	Check:
b. 463 – 357	Solve vertically or mentally:	Check:
c. 723 – 584	Solve vertically or mentally:	Check:

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Lesson 14:   Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

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58

d. 861 – 673	Solve vertically or mentally:	Check:
e. 898 – 889	Solve vertically or mentally:	Check:

2. If 544 + 366 = 910, then 910 – 544 = 366. Explain why this statement is true using numbers, pictures, or words.

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Lesson 14: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

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59

Name _____ Date _____

1. Solve by drawing chips on the place value chart. Then, use addition to check your work.

a. 699 – 210	Solve vertically or mentally:	Check:
hundreds | tens | ones		
b. 758 – 387	Solve vertically or mentally:	Check:
hundreds | tens | ones		
c. 788 – 299	Solve vertically or mentally:	Check:
hundreds | tens | ones		

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Lesson 15: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

60

d. 821 − 523	Solve vertically or mentally:	Check:
hundreds tens ones		
e. 913 − 558	Solve vertically or mentally:	Check:
hundreds tens ones		

2. Complete all of the *if…then* statements. Draw a number bond to represent the related facts.

a. If **762** − _____ = **173**, then **173 + 589** = _____.

b. If **631** − _____ = **273**, then _____ + **273** = **631**.

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Lesson 15:   Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

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61

Name _____   Date _____

1. Solve by drawing chips on the place value chart. Then, use addition to check your work.

a. 800 – 675 hundreds | tens | ones	Solve vertically or mentally:	Check:
b. 742 – 495 hundreds | tens | ones	Solve vertically or mentally:	Check:
c. 657 – 290 hundreds | tens | ones	Solve vertically or mentally:	Check:

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Lesson 15:   Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

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62

d. 877 − 398	Solve vertically or mentally:	Check:
hundreds | tens | ones		

e. 941 − 628	Solve vertically or mentally:	Check:
hundreds | tens | ones		

2. Complete all of the *if…then* statements. Draw a number bond to represent the related facts.

a. If **928** − _____ = **519**, then **519 + 409** = _____.

b. If **764** − _____ = **391**, then _____ + **391** = **764**.

Lesson 15:   Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

63

EUREKA MATH™

Name _____   Date _____

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

   a. 304 − 53 = _____

hundreds	tens	ones

   b. 406 − 187 = _____

hundreds	tens	ones

   c. 501 − 316 = _____

hundreds	tens	ones

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Lesson 16:   Subtract from multiples of 100 and from numbers with zero in the tens place.

64

d. 700 – 509 = _____

hundreds	tens	ones

e. 900 – 626 = _____

hundreds	tens	ones

2. Emily said that 400 – 247 is the same as 399 – 246. Write an explanation using pictures, numbers, or words to prove Emily is correct.

Lesson 16:   Subtract from multiples of 100 and from numbers with zero in the tens place.

65

EUREKA MATH™

Name _____ Date _____

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. 206 − 89 = _____

hundreds	tens	ones

b. 509 − 371 = _____

hundreds	tens	ones

c. 607 − 288 = _____

hundreds	tens	ones

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Lesson 16:   Subtract from multiples of 100 and from numbers with zero in the tens place.

66

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d. 800 − 608 = _____

hundreds	tens	ones

e. 900 − 572 = _____

hundreds	tens	ones

2. Andy said that 599 − 456 is the same as 600 − 457. Write an explanation using pictures, numbers, or words to prove Andy is correct.

Lesson 16:   Subtract from multiples of 100 and from numbers with zero in the tens place.

67

EUREKA MATH™

Name _____   Date _____

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. 200 − 113 = _____

hundreds	tens	ones

b. 400 − 247 = _____

hundreds	tens	ones

c. 700 − 428 = _____

hundreds	tens	ones

EUREKA MATH™

Lesson 17:   Subtract from multiples of 100 and from numbers with zero in the tens place.

68

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d. 800 – 606 = _____

hundreds	tens	ones

e. 901 – 404 = _____

hundreds	tens	ones

2. Solve 600 – 367. Then, check your work using addition.

Solution:	Check:

Name _____   Date _____

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. 200 − 123 = _____

hundreds	tens	ones

b. 400 − 219 = _____

hundreds	tens	ones

c. 700 − 542 = _____

hundreds	tens	ones

EUREKA MATH

Lesson 17:   Subtract from multiples of 100 and from numbers with zero in the tens place.

70

d. 800 – 409 = _____

hundreds	tens	ones

e. 905 – 606 = _____

hundreds	tens	ones

2. Solve 800 – 567. Then, check your work using addition.

Solution:	Check:

Lesson 17:   Subtract from multiples of 100 and from numbers with zero in the tens place.

71

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Name _____ Date _____

1. Use the arrow way and counting on to solve.

a. 300 − 247	b. 600 − 465

2. Solve vertically, and draw a place value chart and chips. Rename in one step.

a. 507 − 359	b. 708 − 529

3. Choose a strategy to solve, and explain why you chose that strategy.

a. 600 − 437	Explanation:

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Lesson 18:   Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

72

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b. 808 – 597	Explanation:

4. Prove the student's strategy by solving both problems to check that their solutions are the same. Explain to your partner why this way works.

5. Use the simplifying strategy from Problem 4 to solve the following two problems.

a. 600 – 547	b. 700 – 513

Lesson 18:   Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.   **73**

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Name _____ Date _____

1. Use the arrow way and counting on to solve.

a. 700 − 462	b. 900 − 232

2. Solve vertically, and draw a place value chart and chips. Rename in one step.

a. 907 − 467	b. 803 − 667

3. Choose a strategy to solve, and explain why you chose that strategy.

a. 700 − 390	Explanation:

Lesson 18: Apply and explain alternate methods for subtracting from multiples of
100 and from numbers with zero in the tens place.

74

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b. 919 – 657	Explanation:

4. Explain why 300 – 186 is the same as 299 – 185.

Explanation:

5. Solve 500 – 278 using the simplifying strategy from Problem 4.

Solution:

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Lesson 18: Apply and explain alternate methods for subtracting from multiples of
100 and from numbers with zero in the tens place.

75

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Name _____   Date _____

1. Explain how the two strategies to solve 500 − 211 are related.

a.	b.
hundreds | tens | ones (place value chart with dots) 2 | 8 | 9	$\begin{array}{r} 4\ 9\ 10 \\ \cancel{5}\cancel{0}\cancel{0} \\ -\ 2\ 1\ 1 \\ \hline 2\ 8\ 9 \end{array}$

_____

_____

_____

_____

_____

_____

Lesson 19: Choose and explain solution strategies and record with a written addition or subtraction method.

76

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2. Solve and explain why you chose that strategy.

a. 220 + 390 = _____	Explanation: _____ _____ _____ _____
b. 547 − 350 = _____	Explanation: _____ _____ _____ _____
c. 464 + 146 = _____	Explanation: _____ _____ _____ _____
d. 600 − 389 = _____	Explanation: _____ _____ _____ _____

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Lesson 19:   Choose and explain solution strategies and record with a written addition or subtraction method.

77

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Name _____   Date _____

1. Solve and explain why you chose that strategy.

	Explanation:
a. 340 + 250 = _____	
b. 490 + 350 = _____	Explanation:
c. 519 + 342 = _____	Explanation:

Lesson 19: Choose and explain solution strategies and record with a written addition or subtraction method.

78

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d. 610 + _____ = 784	Explanation:
	_____
	_____
	_____
	_____
e. 700 − 456 = _____	Explanation:
	_____
	_____
	_____
	_____
f. 904 − 395 = _____	Explanation:
	_____
	_____
	_____
	_____

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Lesson 19: Choose and explain solution strategies and record with a written
addition or subtraction method.

79

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Name _____   Date _____

Step 1: Show your strategy to solve.

Step 2: Find a classmate who used a different strategy, and copy his work into the box.

Step 3: Discuss which strategy is more efficient.

1. 399 + 237 = _____

a. My strategy	b. _____'s strategy

2. 400 − 298 = _____

a. My strategy	b. _____'s strategy

EUREKA MATH™   **Lesson 20:**   Choose and explain solution strategies and record with a written addition or subtraction method   **80**

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3. 548 + 181 = _____

a. My strategy	b. _____'s strategy

4. 360 + _____ = 754

a. My strategy	b. _____'s strategy

5. 862 − _____ = 690

a. My strategy	b. _____'s strategy

Name _____   Date _____

Solve each problem using two different strategies.

1. 456 + 244 = _____

a. First Strategy	b. Second Strategy

2. 698 + _____ = 945

a. First Strategy	b. Second Strategy

Circle a strategy to solve, and explain why you chose that strategy.

3. 257 + 160 = _____

   a. *Arrow way or vertical form*

b. Solve:	c. Explanation:
	_____
	_____
	_____
	_____
	_____

4. 754 – 597 = _____

   a. *Number bond or arrow way*

b. Solve:	c. Explanation:
	_____
	_____
	_____
	_____
	_____