California Mathematics 2

Chapter 6
Resource Masters

Includes:

Chapter Resources
- Graphic Organizer
- Student Glossary
- Anticipation Guide
- Game

Leveled Lesson Resources
- Reteach
- Skills Practice
- Homework Practice
- Problem-Solving Practice
- Enrich

Assessment Resources
- Individual Progress Checklist
- Chapter Diagnostic Test
- Chapter Pretest
- Mid-Chapter Test
- Vocabulary Test
- Oral Assessment
- Listening Assessment
- Chapter Project Rubric
- Foldables Rubric
- 5 Chapter Tests
- Cumulative Standardized Test Practice
- Answer Pages

All Answers Included
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Teacher’s Guide to Using the
Chapter 6 Resource Masters

The Chapter 6 Resource Masters includes the core materials needed for Chapter 6. These materials include worksheets, extensions, and assessment options. The answers for these pages appear at the back of this booklet.

All of the materials found in this booklet are included for viewing and printing on the TeacherWorks Plus™ CD-ROM.

Chapter Resources

**Graphic Organizer** (page 2) This master is a tool designed to assist students with comprehension of grade-level concepts. You can use this graphic organizer in coordination with the appropriate lesson. While the content and layout of these tools vary, their goal is to assist students by providing a visual representation from which they can learn new concepts.

**Student Glossary** (page 3) This master is a study tool that presents the key vocabulary terms from the chapter. You may suggest that students highlight or star the terms they do not understand. Give this list to students before beginning Lesson 6-1. Remind them to add these pages to their mathematics study notebooks.

**Anticipation Guide** (page 4) This is a survey designed for use before beginning the chapter. You can use this survey to highlight what students may or may not know about the concepts in the chapter. If feasible, interview students in small groups, asking them the questions in the guide. There is space for recording how well students answer the questions before they complete the chapter. You may find it helpful to interview students a second time, after completing the chapter, to determine their progress.

**Games** (page 5) A game is provided to reinforce chapter concepts and may be used at appropriate times throughout the chapter.

Resources for Lessons

**Reteach** Each lesson has an associated Reteach worksheet. In general, the Reteach worksheet focuses on the same lesson content but uses a different approach, learning style, or modality than that used in the Student Edition. The Reteach worksheet closes with computational practice.

**Skills Practice** The Skills Practice worksheet for each lesson focuses on the computational aspect of the lesson. The Skills Practice worksheet may be helpful in providing additional practice of the skill taught in the lesson. It also contains word problems that cover the skill. Spaces for students’ answers are provided on the worksheet.

**Homework Practice** The Homework Practice worksheet provides an opportunity for additional computational practice. The Homework Practice worksheet includes word problems that address the skill taught in the lesson. Spaces for students’ answers are provided on the worksheet.

**Problem-Solving Practice** The Problem-Solving Practice worksheet presents additional reinforcement in solving word problems that applies both the concepts of the lesson and some review.

**Enrich** The Enrich worksheet presents activities that extend the concepts of the lesson or offer a historical or multicultural look at the lesson’s concepts. Some enrichment materials are designed to widen students’ perspectives on the mathematics they are learning.

**Resources for Problem-Solving Lessons** In recognition of the importance of problem-solving strategies, worksheets for problem-solving lessons follow a slightly different format. For problem-solving lessons, a two-page Reteach worksheet offers a complete model for choosing a strategy. For each Problem-Solving Strategy lesson, Reteach and Skills Practice worksheets offer reinforcement of the strategy taught in the lesson. In contrast, the Problem-Solving Investigation worksheets include a model strategy on the Reteach worksheets and provide problems requiring several alternate strategies on the practice worksheets.
Assessment Options

The assessment masters in the Chapter 6 Resource Masters offer a wide variety of assessment tools for monitoring progress as well as final assessment.

**Individual Progress Checklist** This checklist explains the chapter’s goals or objectives. Teachers can record whether a student’s mastery of each objective is beginning (B), developing (D), or mastered (M). The checklist includes space to record notes to parents as well as other pertinent observations.

**Chapter Diagnostic Test** This one-page test assesses students’ grasp of skills that are needed for success in the chapter.

**Chapter Pretest** This one-page quick check of the chapter’s concepts is useful for determining pacing. Performance on the pretest can help you determine which concepts can be covered quickly and which specific concepts may need additional time.

**Mid-Chapter Test** This one-page chapter test provides an option to assess the first half of the chapter. It includes both multiple-choice and free-response questions.

**Vocabulary Test** This one-page test focuses on chapter vocabulary. It is suitable for all students. It includes a list of vocabulary words and questions to assess students’ knowledge of the words.

**Oral Assessment** This two-page test consists of one page for teacher directions and questions and a second page for recording responses. Although this assessment is designed to be used with all students, the interview format focuses on assessing chapter content assimilated by ELL students. The variety of approaches includes solving problems using manipulatives as well as pencil and paper.

**Listening Assessment** This two-page assessment contains one page for teacher directions and one page for responses/recordings. This assessment, too, is suitable for all students but is designed primarily for use with students who may have difficulty reading test materials. The assessment directions progress in difficulty from simple at the beginning of the year to more extensive at the end of the year.

**Chapter Project Rubric** This one-page rubric is designed for use in assessing the chapter project. You may want to distribute copies of the rubric when you assign the project and use the rubric to record each student’s chapter project score.

**Chapter Foldables Rubric** This one-page rubric is designed to assess the chapter Foldable. It is written to the students, telling them what you will be looking for as you evaluate their completed Foldable.

**Leveled Chapter Tests**

- **Form 1** assesses basic chapter concepts through multiple-choice questions and is designed for use with below-level students.
- **Form 2A** is designed for on-level students and is primarily for those who may have missed the Form 1 test. It may be used as a retest for students who received additional instruction following the Form 1 test.
- **Form 2B** is designed for students with a below-level command of the English language.
- **Form 2C** is a free-response test designed for on-level students.
- **Form 2D** is written for students with a below-level command of the English language.

**Cumulative Standardized Test Practice** This two-page test, aimed at on-level students, offers a page of multiple-choice questions and a page of free-response questions.

**Answers**

The answers for the Anticipation Guide and Lesson Resources are provided as reduced pages with answers appearing in black. Full size line-up answer keys are provided for the Assessment Masters.
Graphic Organizer

Main Idea and 2 Details

A suggestion for how to complete this organizer can be found in the answer pages at the back of this book.

Addition | Subtraction

<p>| | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>
count back  On a number line, start at the number 5 and count back 3.
\[ 5 - 3 = 2 \]
Count back 3.

\[ \begin{array}{c}
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\end{array} \]

difference  The answer to a subtraction problem.
\[ 3 - 1 = 2 \]
The difference is 2.

estimate  To find a number close to an exact amount.
\[ 47 + 22 \text{ (rounds to 50 + 20)} \]
The estimate is 70.

inverse operation  Operations that undo each other.
Addition and subtraction are inverse or opposite operations. Multiplication and division are also inverse operations.

ones  A place value of a number.
23
This number has 3 ones.

regroup  To take apart a number to write it in a new way.
1 ten + 2 ones becomes 12 ones.

round  To change the value of a number to one that is easier to work with.
24 rounded to the nearest ten is 20.

subtract (subtraction)  To take away, take apart, separate, or find the difference between two sets.
The opposite of addition.
\[ 5 - 3 = 2 \]

tens  A place value of a number.
23
The 2 is in the tens place. The number has 2 tens.
**Anticipation Guide**

**Directions:** Before you begin Chapter 6, distribute these questions to the students. Read the questions to the students. Give them time to write their answers, or record the answers they provide. You may also want to ask the same questions after students complete the chapter to see if their perceptions on the subject matter have changed.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>After Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Circle the one that is not an example of a subtraction strategy:</td>
<td></td>
</tr>
<tr>
<td>counting back</td>
<td></td>
</tr>
<tr>
<td>regrouping</td>
<td></td>
</tr>
<tr>
<td>using doubles</td>
<td></td>
</tr>
<tr>
<td>estimation</td>
<td></td>
</tr>
<tr>
<td>2. Can you count back to solve 70 – 40? _______</td>
<td></td>
</tr>
<tr>
<td>3. Matt had 16 coins. He gave 6 to his sister. What could you do to find out how many coins he had left?</td>
<td></td>
</tr>
<tr>
<td>4. Subtraction and estimation are inverse operations. True or False?</td>
<td></td>
</tr>
<tr>
<td>5. Can you use addition to check subtraction?</td>
<td></td>
</tr>
<tr>
<td>6. What is 12 rounded to the nearest ten?</td>
<td></td>
</tr>
</tbody>
</table>
You will need:

18 index cards

18 cards

31 - 18 = 13
32 - 19 = 13

Write the following number sentences on the index cards, one per card.

Set

<table>
<thead>
<tr>
<th>31 - 18</th>
<th>32 - 19</th>
<th>36 - 27</th>
<th>41 - 14</th>
<th>30 - 21</th>
<th>47 - 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 - 16</td>
<td>66 - 26</td>
<td>25 - 9</td>
<td>53 - 36</td>
<td>58 - 18</td>
<td>52 - 35</td>
</tr>
<tr>
<td>30 - 8</td>
<td>25 - 3</td>
<td>46 - 9</td>
<td>42 - 5</td>
<td>63 - 7</td>
<td>65 - 9</td>
</tr>
</tbody>
</table>

GO!

1. Shuffle the cards. Deal them to the players.
2. Have players solve the subtraction problems on their cards.
3. Place the cards face down in 3 rows of 4 cards.
4. Have each player take turns turning over 2 cards. If the answers are the same, the player keeps the cards and gets a second turn. If the answers are not the same, the player replaces the cards.
5. Match all cards. The player with the most cards wins.
Reteach

Subtract Tens

You can use basic facts to help subtract tens.  
$5 - 2 = 3$ helps you know that $50 - 20 = 30$.

$5 - 2 =$  
$50 - 20 =$  

Solve.

1. $3 - 2 =$  
2. $30 - 20 =$  
3. $50 - 30 =$  
4. $40 - 10 =$  
5. $70 - 20 =$  
6. $60 - 30 =$  
7. $80 - 40 =$  
8. $90 - 10 =$
Subtract tens.

1. 5 tens – 1 ten = ____ tens
    50 – 10 = ____

2. 8 tens – 5 tens = ____ tens
    80 – 50 = ____

3. 6 tens – 4 tens = ____ tens
    60 – 40 = ____

4. 9 tens – 3 tens = ____ tens
    90 – 30 = ____

5. 4 tens – 2 tens = ____ tens
    40 – 20 = ____

6. 7 tens – 2 tens = ____ tens
    70 – 20 = ____

Solve.

7. What is 2 tens from 7 tens? _____ – _____ = _____

8. What is 3 tens from 5 tens? _____ – _____ = _____
Subtract tens.

1. 7 tens – 3 tens = _____ tens  
   70  
   – 30  
   = _____ tens

50  
– 20

2. 80  90  40  90  
   – 40  – 20  – 30  – 70

3. 80  40  80  70  
   – 50  – 20  – 60  – 20

4. 50  70  60  90  
   – 10  – 10  – 30  – 50

5. 90  70  80  50  
   – 80  – 50  – 10  – 30

Solve.

6. Josie has 60 marbles. 30 of them are blue. The rest are red. How many red marbles does Josie have?
   _____ red marbles

7. Rich has 80 pennies. He spends 40 pennies. How many pennies does Rich have now?
   _____ pennies
6-1 Problem-Solving Practice  
2MR3.0, 2NS2.3

Subtract Tens

Solve.

1. What is 2 tens from 3 tens? _____ – _____ = _____

2. What is 5 tens from 9 tens? _____

3. What is 1 ten from 3 tens? _____ – _____ = _____

4. What is 4 tens from 8 tens? _____

5. Dee had 20 tickets for the rides at the fair. She used 10 of them. How many tickets does she have left? _____ tickets

6. Larry had 60 baseball cards. He gave 20 cards to his brother. How many baseball cards does he have left? _____ baseball cards

7. Jill had 80 stickers. She gave 50 stickers to a friend. How many stickers does she have now? _____ stickers

8. Andy had 40 pennies. He spent 30 of them on a neat pencil. How many pennies does Andy have now? _____ pennies

9. Jane had 90 beads. She lost 40 of them. How many beads does Jane have now? _____ beads

10. Bill had 30 toy cars. He gave 10 cars to Sam and 10 cars to Joe. How many toy cars does Bill have left? _____ toy cars
Solve. Look at the stars for help.

1. \[
\begin{align*}
5 - 3 &= \underline{\hspace{1cm}} \\
6 - 2 &= \underline{\hspace{1cm}} \\
7 - 5 &= \underline{\hspace{1cm}} \\
50 - 30 &= \underline{\hspace{1cm}} \\
60 - 20 &= \underline{\hspace{1cm}} \\
70 - 50 &= \underline{\hspace{1cm}} \\
\end{align*}
\]

2. \[
\begin{align*}
6 - 3 &= \underline{\hspace{1cm}} \\
3 - 1 &= \underline{\hspace{1cm}} \\
9 - 4 &= \underline{\hspace{1cm}} \\
60 - 30 &= \underline{\hspace{1cm}} \\
30 - 10 &= \underline{\hspace{1cm}} \\
90 - 40 &= \underline{\hspace{1cm}} \\
\end{align*}
\]

3. \[
\begin{align*}
4 - 2 &= \underline{\hspace{1cm}} \\
8 - 4 &= \underline{\hspace{1cm}} \\
7 - 5 &= \underline{\hspace{1cm}} \\
40 - 20 &= \underline{\hspace{1cm}} \\
80 - 40 &= \underline{\hspace{1cm}} \\
70 - 50 &= \underline{\hspace{1cm}} \\
\end{align*}
\]

4. Color all the stars with answers of 2.
Count Back Tens and Ones

4 \(-\) 3 = ?

Count back by ones to subtract.
3, 2, 1, \ldots 4 \(-\) 3 = 1

40 \(-\) 30 = ?

Count back by tens to subtract ten.
30, 20, 10 \ldots 40 \(-\) 30 = 10

Subtract. Use the models for Exercises 1 and 2.
Write your answer.

Write the difference.

1. 46 \(-\) 4 = ______
2. 39 \(-\) 20 = ______
3. 77 \(-\) 40 = ______
4. 57 \(-\) 5 = ______
5. 53 \(-\) 20 = ______
6. 48 \(-\) 7 = ______
7. 65 \(-\) 40 = ______
8. 71 \(-\) 30 = ______
9. 37 \(-\) 4 = ______
10. 52 \(-\) 10 = ______
Name

6-2

Skills Practice

Count Back Tens and Ones

Count back to subtract.

1. \[\begin{array}{ccccccc}
   \text{28} & 64 & 36 & 52 & 45 \\
   \text{5} & 30 & 4 & 10 & 2 \\
\end{array}\]

2. \[\begin{array}{ccccccc}
   \text{61} & 68 & 75 & 89 & 37 \\
   40 & 2 & 50 & 20 & 3 \\
\end{array}\]

3. \[\begin{array}{ccccccc}
   \text{54} & 65 & 32 & 60 & 26 \\
   1 & 40 & 10 & 3 & 10 \\
\end{array}\]

4. \[\begin{array}{ccccccc}
   \text{70} & 45 & 72 & 55 & 82 \\
   30 & 20 & 2 & 4 & 60 \\
\end{array}\]

Solve.

5. Lauren has 50 pennies in her pocket. She spends 20 of them. How many pennies does she have left? ______ pennies

6. Alex has 67 pennies. He spends three pennies. How many pennies does he have left? ______ pennies

7. What is 3 tens from 9 tens? _____ – _____ = _____

8. What is 4 tens from 5 tens? _____ – _____ = _____
Count back to subtract.

1. 85  38  57  42  97
   − 30  − 6  − 20  − 20  − 4

2. 74  37  86  27  79
   − 50  − 30  − 2  − 6  − 40

3. 53  68  43  83  34
   −10  − 5  − 30  − 50  − 3

4. 22  57  68  75  89
   − 2  − 20  − 50  − 2  − 40

Solve.

5. Mandy had 25 pennies. She lost two pennies in the grass. How much money does she have left?
   ______ pennies

6. Vernon had 38 apples. He gave 20 to his friends. How many apples did he have left? ______ apples

7. What is 5 tens from 9 tens? ______ − ______ = ______

8. What is 2 tens from 8 tens? ______ − ______ = ______
Answer:

1. June has 14 baseball cards. She gives two to a friend. How many cards are left? _____ cards

2. Donald has 56 grapes. He eats five of them. How many grapes does he have left? _____ grapes

3. Billy has 24 marbles. He loses three of them. How many marbles does he have left? _____ marbles

4. Tricia has 18 stamps. She gives ten to her sister. How many stamps are left? _____ stamps

5. Dr. Miller has 79 patients in one week. 30 are children. The rest are adults. How many adults does Dr. Miller see? _____ adults

6. Tanya collects 185 cans. She crushes 50 cans. How many cans does she have left to crush? _____ cans
Name ____________________

6-2

**Enrich**

*Counting back tens to subtract*

| 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |

Fill in the missing numbers

1. 50 40 30 20

50 – 30 = _____

2. 40

40 – 30 = _____

3. 90

90 – 40 = _____

4. 40

40 – 20 = _____

5. 60

60 – 40 = _____

6. 80

80 – 50 = _____
Candy had 32 markers. She gives six to Ray. How many markers does she have left?

\[ 32 - 6 = ? \]

To help solve this problem, you can regroup one box of markers as ten markers.

Now there are enough markers. Subtract.

\[ 32 - 6 = \text{______}. \text{ Candy has 26 markers left.} \]

---

Write the number sentences. Use \[ \begin{array}{c} \text{______} \\ \text{______} \end{array} \].

Regroup if needed. Then solve.

1. Jim had 52 posters. He sold 18 of them. How many posters does he have now?
   \[ \text{______} - \text{______} = \text{______} \]

2. Ellen had 34 crayons. She gives 5 to her friends. How many does she have left?
   \[ \text{______} - \text{______} = \text{______} \]

3. John had 41 pennies. He spent 15 of them. How many pennies does he have now?
   \[ \text{______} - \text{______} = \text{______} \]
Name ____________________________

6-3 Skills Practice
Regroup Tens as Ones

Use WorkMat 6 and to subtract.

<table>
<thead>
<tr>
<th></th>
<th>Do you need more ones to subtract?</th>
<th>Write the difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>32 – 5 no yes</td>
<td>32 – 5 = _____</td>
</tr>
<tr>
<td>2.</td>
<td>27 – 8 no yes</td>
<td>27 – 8 = _____</td>
</tr>
<tr>
<td>3.</td>
<td>28 – 5 no yes</td>
<td>28 – 5 = _____</td>
</tr>
<tr>
<td>4.</td>
<td>55 – 7 no yes</td>
<td>55 – 7 = _____</td>
</tr>
<tr>
<td>5.</td>
<td>41 – 6 no yes</td>
<td>41 – 6 = _____</td>
</tr>
<tr>
<td>6.</td>
<td>36 – 9 no yes</td>
<td>36 – 9 = _____</td>
</tr>
</tbody>
</table>

Solve.

7. Brian has 42 trading cards. He gives seven to a friend. How many trading cards does Brian have left?
   _____ trading cards

8. Sam has 33 cents. He spends 15 at the store. How much money does he have left?
   _____ cents
# Homework Practice

## Regroup Tens as Ones

### Subtract.

<table>
<thead>
<tr>
<th></th>
<th>Do you need more ones to subtract?</th>
<th>Write the difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 54 − 6</td>
<td>no yes</td>
<td>54 − 6 = ______</td>
</tr>
<tr>
<td>2. 32 − 7</td>
<td>no yes</td>
<td>32 − 7 = ______</td>
</tr>
<tr>
<td>3. 82 − 8</td>
<td>no yes</td>
<td>82 − 8 = ______</td>
</tr>
<tr>
<td>4. 47 − 5</td>
<td>no yes</td>
<td>47 − 5 = ______</td>
</tr>
<tr>
<td>5. 63 − 6</td>
<td>no yes</td>
<td>63 − 6 = ______</td>
</tr>
<tr>
<td>6. 91 − 3</td>
<td>no yes</td>
<td>91 − 3 = ______</td>
</tr>
</tbody>
</table>

### Solve.

7. Sam picks 41 plums. He eats three for his snack. How many plums are left?  
   ______ plums

8. Mr. White is 54 years old. Mr. Martin is 7 years younger than Mr. White. How old is Mr. Martin?  
   ______ years old
6-3

Problem-Solving Practice  2AF1.0, 2MR1.2

Regroup Tens as Ones

Preparation: Base-ten blocks are needed for this activity.

Solve. Use blocks or the tens and ones workmat for help.

1. Melissa makes 14 cards. She gives 7 to her friends. How many cards are left? _____ cards

2. Joe has 53 coins. He gives 8 to his mom. How many coins does he have left? _____ coins

3. Fran has a lemonade stand with 81 glasses of lemonade. She sells 9 of them. How many glasses are left? _____ glasses

4. Vicki has 22 barrettes. She loses 4. How many are left? _____ barrettes

5. Main Street Store has 38 coats. Nine are sold. How many coats are left to sell? _____ coats

6. Andy had 44 CDs. He broke 5 of them. Then he sold nine to his friends. How many CDs does he have now? _____ CDs
Draw dimes to show tens and pennies to show ones. Write the numbers.

<table>
<thead>
<tr>
<th>Draw</th>
<th>Regroup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 tens 6 ones</strong></td>
<td><strong>2 tens 16 ones</strong></td>
</tr>
<tr>
<td>Write the number _____</td>
<td>Write the number _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw</th>
<th>Regroup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 tens 5 ones</strong></td>
<td><strong>3 tens 15 ones</strong></td>
</tr>
<tr>
<td>Write the number _____</td>
<td>Write the number _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw</th>
<th>Regroup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 tens</strong></td>
<td><strong>1 ten 10 ones</strong></td>
</tr>
<tr>
<td>Write the number _____</td>
<td>Write the number _____</td>
</tr>
</tbody>
</table>
There are eight bats in a tower.
Three more join them.
How many bats are now in the tower?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>What do I know?</th>
</tr>
</thead>
</table>
| Understand | There are eight bats.  
Three more join them. |

<table>
<thead>
<tr>
<th>Step 2</th>
<th>How will I find out how many bats there are in all?</th>
</tr>
</thead>
</table>
| Plan | I know the number of bats in the tower.  
I know the number of bats that join them.  
A number sentence would tell me how many there are.  
I would subtract if some bats left the tower.  
But no bats left the tower.  
I will write a number sentence and ___. |

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Write an addition sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve</td>
<td>8 + 3 = 11 bats</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Check</th>
</tr>
</thead>
</table>
| Check | What were the two groups in my addition sentence?  
Did my answer tell how many bats there are in all? |
Write a number sentence to solve.

1. Spot has 13 bones in his doghouse. He found four more in the yard. How many bones does Spot have?

   ______ ______ ______
   ______ bones

2. Lu sees 17 rabbits in a field. She sees six more in the woods. How many rabbits does she see in all?

   ______ ______ ______
   ______ rabbits

3. Twenty-one monkeys are in the tree. Five monkeys swing away. How many monkeys are left?

   ______ ______ ______
   ______ monkeys

4. Thirteen crows are in a cornfield. Six fly away. How many crows are left?

   ______ ______ ______
   ______ crows

5. Kay finds six shells. Then she finds nine more. How many shells did she find in all?

   ______ ______ ______
   ______ shells

6. Joey catches 18 fish. His family keeps four of them. How many fish did they let go?

   ______ ______ ______
   ______ fish
Write a number sentence to solve.

1. Seven kids are in the sandbox. Six more are on the swings. How many kids are there in all?
   ——— ——— ———
   _____ kids

2. Erica colors 15 pictures. She gives 11 to her family. How many pictures are left?
   ——— ——— ———
   _____ pictures

3. Ben ran 11 miles. Jeff ran 5 miles. How many more miles did Ben run?
   ——— ——— ———
   _____ miles

4. Roland mows lawns. He made 22 dollars the first week. He made 7 dollars the next. How much money did he make?
   ——— ——— ———
   _____ dollars

5. Nine chickens are eating. Fourteen more chickens join them. How many chickens are eating now?
   ——— ——— ———
   _____ chickens

6. Jesse buys 16 game cards. He gives 4 to his friends. How many cards does Jesse have left?
   ——— ——— ———
   _____ cards
Write a number sentence to solve.

1. The store has 15 sandwiches. Six are sold. How many sandwiches are left to sell?
   
   _____  _____  _____ sandwiches

2. Timmy the turtle moves 14 inches. Then he moves three inches. How many inches did he move in all?

   _____  _____  _____ inches

3. There are 12 pinecones in the tree. Two fall off. How many pinecones are left on the tree?

   _____  _____  _____ pinecones

4. There are nine gophers in the garden. There are ten more in the yard. How many gophers are there?

   _____  _____  _____ gophers

5. Gary makes 16 hot dogs. He sells 11. How many hot dogs are left?

   _____  _____  _____ hot dogs

6. There are 11 kites in the sky. There are two more in the tree. How many kites are there in all?

   _____  _____  _____ kites
Enrich

Target Number

Subtract the numbers next to each other. Write the number sentences with a difference of 26. Can you find all six?

The target number is 26.

<table>
<thead>
<tr>
<th>71</th>
<th>78</th>
<th>52</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>49</td>
<td>96</td>
<td>79</td>
</tr>
<tr>
<td>42</td>
<td>63</td>
<td>37</td>
<td>53</td>
</tr>
<tr>
<td>16</td>
<td>37</td>
<td>41</td>
<td>15</td>
</tr>
</tbody>
</table>

Write the subtraction problems on the lines.

____________________

____________________

____________________

____________________

____________________

____________________
Find 42 − 8.

Show 42.
Can you subtract 8 ones?
Regroup 1 ten as 10 ones.
Now there are 3 tens and 12 ones.

Use WorkMat 6 and □□□□□□□□□ to subtract.

1. tens   ones
   5       3
   9

2. tens   ones
   3       4
   6

3. tens   ones
   4       7
   8

4. 25
   − 7

5. 81
   − 8

6. 54
   − 9

7. 62
   − 3

8. 76
   − 4

9. 33
   − 6
Skills Practice

Subtract One-Digit Numbers from Two-Digit Numbers

Use WorkMat 6 and \(\underline{\underline{\phantom{00}}\underline{\underline{\phantom{00}}}}\) to subtract.

1. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
1 & 13 \\
2 & 3 \\
\hline
1 & 4 \\
\end{array}
\]

2. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
4 & 6 \\
5 & 2 \\
3 & 7 \\
\hline
\end{array}
\]

3. Gary has 72 cents. He spends eight cents. How much does he have now?
   \(\text{_____} \) cents

4. There are 55 mice in the barn. A cat chases nine of them away. How many mice are left?
   \(\text{_____} \) mice
Subtract One-Digit Numbers from Two-Digit Numbers

Subtract.

1. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
5 & 5 \\
\hline
- & 7 \\
\end{array}
\quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
8 & 3 \\
\hline
- & 5 \\
\end{array}
\quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
3 & 6 \\
\hline
- & 9 \\
\end{array}
\quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
9 & 0 \\
\hline
- & 8 \\
\end{array}
\]

2. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
4 & 3 \\
\hline
- & 1 \\
\end{array}
\quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
6 & 2 \\
\hline
- & 8 \\
\end{array}
\quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
7 & 8 \\
\hline
- & 9 \\
\end{array}
\quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
9 & 1 \\
\hline
- & 4 \\
\end{array}
\]

3. There are 23 children playing outside. 7 go inside. How many are left outside?
   _____ children

4. Karen has 35 grapes. She gives eight to her friends. How many grapes are left?
   _____ grapes
Problem-Solving Practice  
2AF1.0, 2MR2.1

Subtract One-Digit Numbers from Two-Digit Numbers

Solve.

1. Juan has 15 crackers. He eats 4. How many are left?  
   _____ crackers

2. Rita has 22 stickers. She gives five to Paul. How many stickers are left?  
   _____ stickers

3. Julia has 24 cards. She trades six cards for a book. How many cards does she have left?  
   _____ cards

4. Lisa has 18 raisins. She eats 6. How many are left?  
   _____ raisins

5. Jessie has 34 marbles. He loses seven of them. How many does he have now?  
   _____ marbles

6. There are 82 balls in the gym. Sam puts nine away. How many balls are still in the gym?  
   _____ balls
Look at each problem. If you need to regroup put a check mark in the box. If you do not need to regroup put an X in the box.

1. 34 – 8  regroup
2. 39 – 8  regroup
3. 46 – 7  regroup
4. 32 – 8  regroup
5. 50 – 36 regroup
6. 27 – 15 regroup
7. 61 – 33 regroup
8. 52 – 29 regroup
9. 35 – 14 regroup
10. 73 – 52 regroup
11. 24 – 16 regroup
12. 41 – 25 regroup
13. 82 – 39 regroup
14. 70 – 18 regroup
15. 43 – 38 regroup
16. 66 – 45 regroup
Reteach

Subtract Two-Digit Numbers

Find 36 – 17.

Show 36.
Can you subtract 7 ones?
Regroup 1 ten as 10 ones.
Now there are 2 tens and 16 ones.

Use WorkMat 6 and [ ] to subtract.

1. tens | ones
   |   |   |
   8 | 0 |   |
   - 3 | 6 |   |

2. tens | ones
   |   |   |
   6 | 5 |   |
   - 2 | 7 |   |

3. tens | ones
   |   |   |
   4 | 7 |   |
   - 1 | 9 |   |

4. 29
   - 15

5. 41
   - 18

6. 63
   - 38

7. 76
   - 49

8. 54
   - 25

9. 32
   - 16
Skills Practice

Subtract Two-Digit Numbers

Use WorkMat 6 and □□□□□□ to subtract.

1. \begin{align*}
\text{tens} & \quad \text{ones} \\
4 & \quad 15 \\
-1 & \quad 7 \\
\hline
3 & \quad 8
\end{align*}

2. \begin{align*}
\text{tens} & \quad \text{ones} \\
4 & \quad 5 \\
-2 & \quad 9 \\
\hline
\end{align*}

3. Phoebe makes 52 cookies for the bake sale. She sells 36 of them. How many cookies are leftover? _____ cookies

4. There are 41 pumpkins in the field. The farmer sold 17 of them. How many pumpkins are left? _____ pumpkins
Subtract Two-Digit Numbers

Subtract.

1. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
4 & 3 \\
- & 2 \\
\hline
\end{array}
\quad \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
6 & 7 \\
- & 2 \\
\hline
\end{array}
\quad \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
3 & 5 \\
- & 1 \\
\hline
\end{array}
\]

2. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
4 & 8 \\
- & 3 \\
\hline
\end{array}
\quad \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
8 & 2 \\
- & 5 \\
\hline
\end{array}
\quad \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
5 & 6 \\
- & 2 \\
\hline
\end{array}
\]

3. Tom did his chores in 38 minutes. Linda did her chores in 29 minutes. How many more minutes did it take Tom to do his chores? _____ minutes

4. There were 75 straws in the lunchroom. Kids used 27 of them at lunchtime. How many straws were left? _____ straws

5. Main Street Store has 71 comic books. Five of them are sold. How many comic books are there now? _____ comic books

6. There are 25 students in Miss Fuentes’s second grade. There are six students absent today. How many students are there in class today? _____ students
Problem-Solving Practice

Subtract Two-Digit Numbers

Solve.

1. Ray has 56 comics. He gives 13 away. How many are left?
   _____ comics

2. Jake collects 62 game cards. He gives 48 to a friend. How many cards does Jake have left?
   _____ cards

3. Vera has 21 stamps. Meg has nine stamps. How many more stamps does Vera have?
   _____ more stamps

4. Robbie Rabbit dug up 37 carrots. He ate 33. How many are left?
   _____ carrots

5. There are 31 days in August. There are 28 days in February. How many more days are there in August?
   _____ more days

6. John has 15 points. Ella has six points. Felix has eight points. How many more points does John have than Ella?
   _____ more points
Name

**Enrich**

*Follow the Flow Chart*

Color the shapes green if you had to regroup to find the answer.

- $57 - 49$
- $53 - 27$
- $44 - 22$
- $55 - 45$
- $43 - 38$
- $92 - 41$
- $65 - 17$
- $51 - 18$
- $56 - 28$
- $31 - 16$
- $75 - 50$
- $64 - 19$
Find $32 - 14$.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-1</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Is this answer correct? check by adding.

Subtract. Then check by adding.

1. \[16 \quad 11\]
   \[\begin{array}{c}
   5 \\
   \hline
   11 \\
   \end{array}\]
   \[\begin{array}{c}
   18 \\
   + \ 14 \\
   \hline
   32 \\
   \end{array}\]

2. \[53\]
   \[\begin{array}{c}
   -18 \\
   + \ 18 \\
   \hline
   \end{array}\]

3. \[93\]
   \[\begin{array}{c}
   -38 \\
   + \ 38 \\
   \hline
   \end{array}\]

4. \[46\]
   \[\begin{array}{c}
   -23 \\
   + \ 23 \\
   \hline
   \end{array}\]

5. \[84\]
   \[\begin{array}{c}
   -57 \\
   + \ 57 \\
   \hline
   \end{array}\]

6. \[75\]
   \[\begin{array}{c}
   -49 \\
   + \ 49 \\
   \hline
   \end{array}\]
Skills Practice
Check Subtraction

Subtract. Then check by adding.

1. \[ \begin{align*} 65 & \quad 44 \\ -21 & \quad +21 \\ 44 & \quad 65 \end{align*} \quad \begin{align*} 37 & \quad +___ \\ -14 & \quad +___ \\ -25 & \quad +___ \]

2. \[ \begin{align*} 71 & \quad 54 & \quad 81 \\ -7 & \quad -36 & \quad -34 \\ +___ & \quad +___ & \quad +___ \]

3. \[ \begin{align*} 95 & \quad 63 & \quad 48 \\ -23 & \quad -9 & \quad -19 \\ +___ & \quad +___ & \quad +___ \]

Solve. Check by adding.

4. Students in Mr. Frank’s class made 10 pictures. They showed 6 at the art fair. How many were not shown?
   _____ pictures

5. Mr. Levine is 53 years old. Mr. Smith is 37 years old. How much older is Mr. Levine?
   _____ years older
6-7

Homework Practice

2NS2.1, 2MR2.2

Check Subtraction

Subtract. Then check by adding.

1. 37  67  52
   \[ \begin{array}{c}
   -15 \quad + \quad  \\
   \hline
   \end{array} \] 
   \[ \begin{array}{c}
   -48 \quad + \quad  \\
   \hline
   \end{array} \] 
   \[ \begin{array}{c}
   -36 \quad + \quad  \\
   \hline
   \end{array} \] 

2. 48  73  82
   \[ \begin{array}{c}
   -18 \quad + \quad  \\
   \hline
   \end{array} \] 
   \[ \begin{array}{c}
   -7 \quad + \quad  \\
   \hline
   \end{array} \] 
   \[ \begin{array}{c}
   -68 \quad + \quad  \\
   \hline
   \end{array} \] 

3. 91  35  77
   \[ \begin{array}{c}
   -45 \quad + \quad  \\
   \hline
   \end{array} \] 
   \[ \begin{array}{c}
   -17 \quad + \quad  \\
   \hline
   \end{array} \] 
   \[ \begin{array}{c}
   -41 \quad + \quad  \\
   \hline
   \end{array} \] 

Solve. Check by adding.

4. There are 46 girls skating. There are 67 boys skating. How many more boys than girls are skating?
   \[ \underline{\text{______ more boys}} \]

5. Randy checks out 20 books from the library. He returns 12. How many books does Randy still have?
   \[ \underline{\text{______ books}} \]
Problem-Solving Practice  2NS2.1, 2MR2.2

Check Subtraction

Solve. Check by adding.

1. Cole has 9 stickers. He gave 2 to a friend. How many stickers does Cole have now?
   _____ stickers

2. Nan’s Bike Shop fixed 37 bikes in a week. Ben’s Bikes fixed 14. How many more bikes were fixed at Nan’s?
   _____ bikes

3. There are 95 cats at the shelter. 28 cats are adopted. How many cats are still at the shelter?
   _____ cats

4. The hen lays 8 eggs. The farmer takes 3. How many are left?
   _____ eggs

5. Ima picks 48 apples. She sells 17 of them. How many apples are left?
   _____ apples

6. Marvin plants 66 flowers. Roy plants 81 flowers. How many more flowers did Roy plant?
   _____ more flowers
6-7

Enrich

Turn Subtraction Upside Down

Here is a chart. It shows how many math club members attended meetings.

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>30</td>
<td>37</td>
<td>25</td>
<td>41</td>
<td>32</td>
<td>20</td>
</tr>
</tbody>
</table>

Solve. Add to check your answers.

1. How many more members attended in November than in February?

\[
\begin{align*}
37 - 32 & + 32 \\
& = 37
\end{align*}
\]

2. How many more members attended in September than in October?

\[
\begin{align*}
44 - 30 & + 30 \\
& = 44
\end{align*}
\]

3. How many more members attended in January than in March?

\[
\begin{align*}
41 - 20 & + 20 \\
& = 41
\end{align*}
\]
Mildred Mouse counted 18 holes in one piece of cheese. She counted 31 holes in the other piece of cheese. How many holes are there in all?

**Step 1: Understand**

**What do I know?**
There are 18 holes in one piece of cheese. There are 31 holes in the other piece of cheese.

**What do I need to find out?**
How many holes are there?

**Step 2: Plan**

**How will I find out?**
I can draw a picture to find out how many holes there are. But that would take a long time.

I can write a number sentence. But it might be easier to use a model.

I can use a model.

**Step 3: Solve**

**Use a model.**
There are ______ holes.

**Step 4: Check**

Does my model show how many holes there are? Can I use my model to check my work?
Choose a strategy and solve.

1. 55 girls and 36 boys play volleyball. How many more girls than boys play volleyball?
   _____ more girls

2. There are 48 cows in the field. There are 23 in the barn. How many cows are there?
   _____ cows

Use the chart for Exercises 3 and 4.

<table>
<thead>
<tr>
<th>Swimmer</th>
<th>Number of Laps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
<td>22</td>
</tr>
<tr>
<td>Sandy</td>
<td>18</td>
</tr>
<tr>
<td>Alan</td>
<td>45</td>
</tr>
</tbody>
</table>

3. During swimming practice, how many laps did Dan and Sandy swim?
   _____ laps

4. How many more laps did Alan swim than Sandy?
   _____ more laps
Choose a strategy and solve.

1. There are 18 frogs in the pond.
   There are five frogs in the grass.
   How many frogs are there?
   ______ frogs

2. Together, Jamie and Alex picked 72 berries.
   Jamie picked 32. How many did Alex pick?
   ______ berries

3. There are 10 boys and 17 girls at the mall.
   How many kids are there?
   ______ kids

4. Ian has five sets of 10 crayons.
   He gives three crayons from each set to his brother.
   How many crayons does Ian have left?
   ______ crayons
Choose a strategy and solve.

1. Todd eats 12 crackers. Then he eats 6 more.  
   How many crackers did he eat?  
   _____ crackers

   She paints 37 pictures of her parrot.  
   How many more pictures of her parrot did she paint?  
   _____ more pictures of her parrot

3. Mary brings four cents to school.  
   She finds five more in her desk.  
   Then a friend gives her 13 cents.  
   How much does Mary have now?  
   _____ cents

4. Mr. Drew teaches reading. He read  
   3 stories to his students in the first week.  
   He read 2 stories the next week.  
   He read 4 stories the week after that.  
   How many stories has he read so far?  
   _____ stories
Who is the Winner?

Adams School had a math contest. Use the clues to find who won first, second, and third place.

The winner solved 20 problems correctly.

Shannon solved 16 problems correctly.

Ron solved more problems than Shannon.

Chad was not the winner.

One student solved 18 problems correctly.

Write the names of the winners on the ribbons.

[Diagram with ribbons labeled 1, 2, 3]
In the problem below, you need to know about how many peanuts are left. You need to make a good guess. A guess is also called an estimate. You can estimate when you do not need an exact answer.

There are 18 peanuts in the pile. Edna the elephant eats 9 of them. About how many peanuts are left?

**Step 1:** Round each number to the nearest ten.

The number 9 is close to 10. The number 18 is close to 20.

9 rounds to 10. 18 rounds to 20.

**Step 2:** Subtract the rounded numbers to find your estimate.

18 – 9 is about the same as 20 – 10.

20 – 10 = 10

18 – 9 is about _____.

Round these numbers to the nearest ten and estimate the difference.

1. 47 → 50
   – 31 → – 30

2. 42 → – 33 → –

3. 39 →
   – 32 →

4. 47 → – 38 → –

---

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Skills Practice

Estimate Differences

Round each number to the nearest ten. Estimate the difference.

Round up if the number has 5, 6, 7, 8, or 9 ones. 15 rounds up to 20.
Round down if the number has 4, 3, 2, or 1 ones. 14 rounds down to 10.

1. 49 – 31
   - 30
   \[ \begin{array}{c}
    50 \\
    - 30 \\
    \hline
    20
  \end{array} \]

2. 66 – 27
   - _____

3. 77 – 31
   - _____

4. 39 – 31
   - _____

5. 48 – 32
   - _____

6. 89 – 11
   - _____

Solve.

7. Sharon spent 33 cents at the carnival. Her brother spent 19 cents. About how much more did Sharon spend?
   _____ cents

8. Morgan has 32 music CDs. He gives 13 to his brother. About how many music CDs does Morgan have left?
   _____ CDs
Homework Practice

Estimate Differences

Round each number to the nearest ten. Estimate the difference.

1. \(74 - 16\)
   - _____

2. \(54 - 17\)
   - _____

3. \(76 - 27\)
   - _____

4. \(38 - 29\)
   - _____

5. \(64 - 16\)
   - _____

6. \(63 - 21\)
   - _____

Solve.

7. A farmer has 72 apples. She sells 39 of them. About how many apples are left? _____ apples

8. Ray’s Bookstore has 92 books about cars. Over a year, 26 books are sold. About how many books on cars are still at the store? _____ books
Problem-Solving Practice

Estimate Differences

Solve.

1. Janet has 21 cents. She spends 9. About how much is left?
   _____ cents

2. Kim has 54 marbles. 19 of them are red. The rest are blue. About how many marbles are blue?
   _____ marbles

3. Mr. Tam’s Shop had 91 cans of juice. The store sold 75 in a week. About how many cans of juice are still for sale?
   _____ cans of juice

4. Tim has 12 pencils. He gives 1 to a friend. About how many are left?
   _____ pencils

5. Erin collects 88 cans. She crushes 59 of them. About how many cans are left to crush?
   _____ cans

6. Peter is 50 inches tall. His younger sister is 19 inches shorter than Peter. About how tall is Peter’s sister?
   _____ inches
Does the answer make sense?

Estimate and round to answer the problems.

1. Ramon likes to collect rocks. He has 72 rocks in his collection. He gives 33 rocks away. Now he thinks he has about 50 rocks. Is he right?
   72 rounds to _____ and 33 rounds to _____.
   Ramon has about _____ rocks.

2. Sid uses shells in art. He has 45 big and small shells. He has 26 small shells, so he thinks he has about 30 large shells. Is he right?
   45 rounds to _____ and 26 rounds to _____.
   Sid has about _____ shells.

3. Elaine buys postcards from all around the world. She has 36. She wants to share them with her brother. She gives him 18 of her cards. She thinks she will have about 20 cards left. Is she right?
   36 rounds to _____ and 18 rounds to _____.
   Elaine has about _____ cards.
## Individual Progress Checklist

<table>
<thead>
<tr>
<th>Mastery Level</th>
<th>Learning Goals</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B D M Lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-1</td>
<td>Use mental math and basic facts to subtract tens.</td>
<td></td>
</tr>
<tr>
<td>6-2</td>
<td>Count back by tens and ones to subtract.</td>
<td></td>
</tr>
<tr>
<td>6-3</td>
<td>Understand numbers with and without regrouping.</td>
<td></td>
</tr>
<tr>
<td>6-4</td>
<td>Write a number sentence.</td>
<td></td>
</tr>
<tr>
<td>6-5</td>
<td>Subtract a one-digit number from a two-digit number with and without regrouping.</td>
<td></td>
</tr>
<tr>
<td>6-6</td>
<td>Subtract two-digit numbers with and without regrouping.</td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td>Check subtraction by using addition.</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Choose a strategy.</td>
<td></td>
</tr>
<tr>
<td>6-9</td>
<td>Estimate differences by rounding to the nearest ten.</td>
<td></td>
</tr>
</tbody>
</table>

**B = Beginning; D = Developing; M = Mastered**

### Note to Parents

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Diagnostic Test
Are you ready for Chapter 6?

Write your answer.

1. How many tens are in 40? _____
2. How many tens are in 80? _____
3. How many tens are in 50? _____

Use the number lines. Round to the nearest ten.

4. 29 _____    17 _____    21 _____
5. 15 _____    42 _____    43 _____
6. 36 _____    48 _____    34 _____

Subtract.

7. 9 – 4 = _____    9 – 3 = _____
8. 6 – 2 = _____    7 – 5 = _____
9. 8 – 6 = _____    7 – 6 = _____

Solve.

10. Adela has 12 animal stickers. If she gives 5 to Joe, how many stickers will she have left? _____ stickers
Chapter Pretest

Subtract. [Lessons 6.1, 6.1, 6.2, 6.2, 6.6, and 6.6]

1. 50
   \[ \quad - 40 \]
2. 70
   \[ \quad - 40 \]
3. 18
   \[ \quad - 2 \]

4. 64
   \[ \quad - 50 \]
5. 24
   \[ \quad - 15 \]
6. 57
   \[ \quad - 14 \]

Subtract. Regroup if you need to. [Lessons 6.3 and 6.5]

7. 33
   \[ \quad - 7 \]
8. 75
   \[ \quad - 4 \]
9. 41
   \[ \quad - 8 \]

Subtract. Check by adding. Show your work. [Lessons 6.5, 6.6, and 6.7]

10. 18 \(- 7 = \) \__________\_\__________

11. 52 \(- 39 = \) \__________\_\__________

Round each number to the nearest ten. Estimate the difference. [Lesson 6.9]

12. 31 \(- 19 \) \__________\_\__________ = \_____

13. 75 \(- 29 \) \__________\_\__________ = \_____

Name ________________________________
Mid-Chapter Test

Subtract. Regroup if you need to.  [Lesson 6.3]

1. \[ \begin{array}{c}
3 & 2 \\
- & 8 \\
\hline
\end{array} \]

2. \[ \begin{array}{c}
5 & 5 \\
- & 9 \\
\hline
\end{array} \]

Write a number sentence to solve.

3. Jackie buys two goldfish at the store. She has six more at home. How many goldfish does she have in all?  [Lesson 6.4]

\[ \boxed{ } \] \[ \boxed{ } \] \[ \boxed{ } \] goldfish

4. Brian’s Deli had 29 pickles. They sold 13 for lunch. How many pickles are left to sell?  [Lesson 6.4]

\[ \boxed{ } \] \[ \boxed{ } \] \[ \boxed{ } \] pickles

Subtract. Fill in the circle for the correct answer.  [Lesson 6.1 and 6.2]

5. \[ 80 - 20 = ? \]

\[ \begin{array}{c}
\bigcirc & 100 \\
\bigcirc & 60 \\
\bigcirc & 40 \\
\bigcirc & 50 \\
\end{array} \]

6. \[ 78 - 20 = ? \]

\[ \begin{array}{c}
\bigcirc & 50 \\
\bigcirc & 98 \\
\bigcirc & 76 \\
\bigcirc & 58 \\
\end{array} \]
Vocabulary Test

Write the correct word in the blank. Use the words from the box.

<table>
<thead>
<tr>
<th>estimate</th>
<th>subtract</th>
</tr>
</thead>
<tbody>
<tr>
<td>inverse operations</td>
<td>regroup</td>
</tr>
<tr>
<td>difference</td>
<td>round</td>
</tr>
<tr>
<td>count back</td>
<td></td>
</tr>
</tbody>
</table>

1. To __________ means to take away or find the difference.

2. To count 5, 4, 3 means to __________.

3. If you __________ 12 ones, you can make 1 ten and 2 ones.

4. Addition and subtraction are opposites, so they are called __________.

5. You can __________ if you do not need an exact number.

6. When you __________, you can change 34 to 30 to make your math easier.

7. The __________ is the answer to a subtraction problem.
Oral Assessment

Preparation: Base-ten cubes are necessary for this assessment.

Directions: This test targets those students who have developing verbal skills—both oral and written. Provide base-ten blocks for the students to use during the assessment. Ask the questions below and have students record their answers, or record the answers they supply.

1. Ask: What is 40 minus 20?
2. Ask: What is 36 minus 10?
3. Ask: What is 25 minus three?
4. Ask: What is 22 minus nine?
5. Ask: What is 45 minus two?
6. Ask: What is 37 minus 15?
7. Ask: What is 54 minus 29?
8. Ask: Are you sure your answer is correct? Use addition to check your answer.
10. Say: Julie has four apples. Sean buys two of them. Write a number sentence to show how many apples are left.

Notes and comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Oral Assessment Response Sheet

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Name ________________________________
Listening Assessment

**Preparation:** Base-ten cubes are necessary for this assessment.

**Directions:** Ask students to perform the following tasks.

1. Write $6 - 4 = 2$ on your sheet.
   Under the number sentence, write the difference of $60 - 40$.
   Use the number sentence to help you.
   Use addition to check your answer. Write the addition problem on your sheet.

2. Write $32 - 7$ on your sheet.
   Use cubes to find the difference.
   Write the difference on your sheet.

3. Write $26 - 18$ on your sheet.
   Use cubes to find the difference.
   Write the difference on your sheet.

   Estimate the difference. Use the number line to help. Write your answer on your sheet.
   Find the difference of $39 - 18$ to see if your answer is reasonable.
   Use counting cubes to help.

5. Paul has 10 markers. He gives five to his friends. How many markers does Paul have left? Write the answer. Use cubes if you want to.
   Write a number sentence that shows how many markers Paul has left.
   Now draw a picture that shows how many markers Paul has left.

**Notes and comments**
Name ________________________________

Listening Assessment Response Sheet

1. ________________________________
   ________________________________
   ________________________________

2. ________________________________

3. ________________________________

4. 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
   ________________________________
   ________________________________
   ________________________________

5. ________________________________
   ________________________________
# Chapter Project Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student successfully taught a lesson review to the class regarding a chapter concept. Student used an effective mix of manipulatives, visuals, posters, and props to convey the message. The review lesson was well planned, practiced, and smooth.</td>
</tr>
<tr>
<td>2</td>
<td>Student successfully taught a lesson review to the class regarding a chapter concept. Student used some mix of manipulatives, visuals, posters, and props to convey the message. The lesson could have been smoother.</td>
</tr>
<tr>
<td>1</td>
<td>Student taught a lesson review to the class regarding a chapter concept. Student barely used visual aides. Student did relate some important concepts, but the presentation came across as unpracticed and rough.</td>
</tr>
<tr>
<td>0</td>
<td>Student did not successfully teach a review lesson. The lesson was either incomplete or incorrect. The student did not use visual aides, and did not relate the important chapter concepts.</td>
</tr>
</tbody>
</table>
# Chapter Foldables Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student successfully made, labeled, and used Foldable to record information on more complicated subtraction strategies. Student used multiple subtraction strategies, including “mental math,” “basic facts,” “count back by tens,” “regrouping,” and “estimation.” Student successfully demonstrated more complicated subtraction problems, including subtracting a 1-digit number from a 2-digit number, and subtracting with two 2-digit numbers.</td>
</tr>
<tr>
<td>2</td>
<td>Student successfully made, labeled, and used the Foldables to record information on more complicated subtraction strategies. Student used different subtraction strategies, and began to solve more difficult subtraction problems.</td>
</tr>
<tr>
<td>1</td>
<td>Student successfully made, labeled, and used the Foldables to record information on more complicated subtraction strategies. Student used more than 1 subtraction strategy.</td>
</tr>
<tr>
<td>0</td>
<td>Student did not successfully construct or use the chapter Foldables. Student did not comprehend and use multiple subtraction strategies. Student was unable to process more complicated subtraction problems, including subtracting 1-digit numbers from 2-digit numbers.</td>
</tr>
</tbody>
</table>
# Chapter Test, Form I

Subtract. Fill in the circle for the correct answer.

[Lessons 6.1, 6.2, 6.3, 6.5, and 6.6]

<p>| | | | | |</p>
<table>
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<th></th>
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</tbody>
</table>

GO ON
Fill in the circle for the correct answer.

7. Your number sentence is $39 - 12 = 27$. Which problem would you use to check your subtraction?
   [Lesson 6.7]
   - $27 + 39$
   - $27 + 12$
   - $39 - 27$
   - $12 + 39$

8. About how much is $52 - 13$? Round to the nearest ten.
   [Lesson 6.9]
   - $60$
   - $30$
   - $38$
   - $40$

   [Lesson 6.9]
   - $0$
   - $1$
   - $40$
   - $10$

10. There are 28 flowers in the meadow. There are 17 in the garden. How many flowers are there in all? [Lesson 6.8]
    - $50$
    - $11$
    - $45$
    - $48$
Subtract. Fill in the circle for the correct answer.

[Lessons 6.3, 6.5, 6.2, 6.1, 6.6, and 6.2]

1. \[
\begin{array}{c}
31 \\
- 4
\end{array}
\]

\[
\begin{array}{c}
\bigcirc 35 \\
\bigcirc 27 \\
\bigcirc 50 \\
\bigcirc 25
\end{array}
\]

2. \[
\begin{array}{c}
15 \\
- 3
\end{array}
\]

\[
\begin{array}{c}
\bigcirc 10 \\
\bigcirc 12 \\
\bigcirc 8 \\
\bigcirc 18
\end{array}
\]

3. \[
\begin{array}{c}
49 \\
- 30
\end{array}
\]

\[
\begin{array}{c}
\bigcirc 19 \\
\bigcirc 46 \\
\bigcirc 15 \\
\bigcirc 79
\end{array}
\]

4. \[
\begin{array}{c}
50 \\
- 30
\end{array}
\]

\[
\begin{array}{c}
\bigcirc 80 \\
\bigcirc 15 \\
\bigcirc 30 \\
\bigcirc 20
\end{array}
\]

5. \[
\begin{array}{c}
49 \\
- 25
\end{array}
\]

\[
\begin{array}{c}
\bigcirc 25 \\
\bigcirc 24 \\
\bigcirc 74 \\
\bigcirc 37
\end{array}
\]

6. \[
\begin{array}{c}
48 \\
- 20
\end{array}
\]

\[
\begin{array}{c}
\bigcirc 28 \\
\bigcirc 68 \\
\bigcirc 46 \\
\bigcirc 25
\end{array}
\]
Fill in the circle for the correct answer.

7. There are 19 peaches in the basket. Mr. Keel buys nine of them. How many peaches are still in the basket?
   [Lesson 6.8]
   ○ 10
   ○ 12
   ○ 28
   ○ 30

8. Eric has 14 baseball cards. He buys six more. What could you do to find out how many cards Eric has?
   [Lesson 6.4]
   ○ subtract
   ○ estimate the difference
   ○ write a number sentence
   ○ find a pattern

9. Your number sentence is 52 – 19 = 33. Which problem would you use to check your subtraction?
   [Lesson 6.7]
   ○ 33 – 19
   ○ 33 + 52
   ○ 33 + 19
   ○ 19 + 52

10. About how much is 19 – 11? Round to the nearest ten.
    [Lesson 6.9]
    ○ 0
    ○ 1
    ○ 40
    ○ 10
Subtract. Fill in the circle for the correct answer.

[Lessons 6.1, 6.2, 6.3, 6.5, and 6.6]

1. \[30 - 20\]
   - \(\bigcirc 10\)
   - \(\bigcirc 20\)
   - \(\bigcirc 50\)

2. \[22 - 2\]
   - \(\bigcirc 24\)
   - \(\bigcirc 20\)
   - \(\bigcirc 21\)

3. \[45 - 20\]
   - \(\bigcirc 42\)
   - \(\bigcirc 25\)
   - \(\bigcirc 65\)

4. \[25 - 6\]
   - \(\bigcirc 19\)
   - \(\bigcirc 21\)
   - \(\bigcirc 31\)

5. \[18 - 6\]
   - \(\bigcirc 24\)
   - \(\bigcirc 11\)
   - \(\bigcirc 12\)

6. \[32 - 17\]
   - \(\bigcirc 49\)
   - \(\bigcirc 12\)
   - \(\bigcirc 15\)
Fill in the circle for the correct answer.

7. $25 - 15 = 10$. Which would you use to check? [Lesson 6.7]
   - $25 + 8$
   - $15 - 10$
   - $10 + 15$

8. About how much is $22 - 11$? Round to the nearest ten.
   [Lesson 6.9]
   - $33$
   - $10$
   - $11$

   [Lesson 6.9]
   - $10$
   - $72$
   - $22$

10. There are 6 trees in the school yard. There are 4 trees at home. How many trees are there in all? [Lesson 6.8]
    - $2$
    - $8$
    - $10$

11. Tom has 2 dogs. Ann has 2 dogs. How could you find how many total dogs there are? [Lesson 6.4]
    - estimate the difference
    - write a number sentence
    - regroup
Chapter Test, Form 2C

Subtract. [Lessons 6.2, 6.5, 6.6, 6.1, 6.3, 6.2, 6.6, and 6.6]

1.  69
    − 30

2.  38
    − 5

3.  74
    − 21

4.  60
    − 50

5.  52
    − 38

6.  36
    − 9

7.  49
    − 33

8.  82
    − 27

GO ON
Subtract.

9. 51
   − 36

Check by adding. [Lesson 6.7]

[Diagram of subtraction]

10. About how much is 49 − 23? Round to the nearest ten.
    [Lesson 6.9]

[Diagram of subtraction]


[Diagram of subtraction]

12. About how much is 49 − 38? Round to the nearest ten.
    [Lesson 6.9]

[Diagram of subtraction]

13. There were 13 treats in the box. The puppy ate seven of them. How many treats are left in the box? Write a number sentence to solve. [Lesson 6.4]

[Diagram of subtraction]
Chapter Test, Form 2D

Subtract. [Lessons 6.5, 6.2, 6.6, 6.3, 6.1, 6.2, 6.5, and 6.2]

1. \(26 - 2\)  
2. \(39 - 5\)  
3. \(57 - 41\)  
4. \(33 - 19\)  
5. \(70 - 20\)  
6. \(88 - 40\)  
7. \(16 - 9\)  
8. \(58 - 20\)

GO ON
Estimate the difference.  
Round to the nearest ten.  [Lesson 6.9]

9. About how much is 39 – 11?  
   Round to the nearest ten. ______

10. About how much is 19 – 11?  
    Round to the nearest ten. ______

Solve.

11. There are 5 dogs at the pet store.  
    There are 15 dogs at the shelter.  
    How many total dogs are there?  [Lesson 6.8]  
    ______ dogs

Write a number sentence to solve.

    How many apples are there now?  [Lesson 6.4]  
    ______  

Subtract. Check by adding.  [Lesson 6.7]

13.  \[35 - 19\]
    ______
Cumulative Standardized Test Practice

Write the numbers in order from least to greatest.

1. 56, 7, 42, 39, 24

[Lesson 1.6]

Complete the fact family.

2. $14 + 5 = \underline{____}$ \hspace{1cm} $19 - \underline{____} = 14$

$5 + 14 = \underline{____}$ [Lesson 3.7] \hspace{1cm} $____ - 14 = 5$

Add or subtract to solve. [Lesson 5.4, 6.6, 2.7, 3.2, 3.2, and 5.6]

3. \hspace{.5cm} $26 + 7$

4. \hspace{.5cm} $34 - 12$

5. \hspace{.5cm} $4 + 3$

6. \hspace{.5cm} $14 - 14$

7. \hspace{.5cm} $11 + 11$

8. \hspace{.5cm} $29 + 15$

GO ON
Name _______________________________________

Cumulative Standardized Test Practice
(continued)

Look at the graph. Fill in the circle for the correct answer.

Number of Animals in Garden

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>toads</td>
<td>![toads]</td>
<td>![toads]</td>
</tr>
<tr>
<td>rabbits</td>
<td>![rabbits]</td>
<td>![rabbits]</td>
</tr>
<tr>
<td>worms</td>
<td>![worms]</td>
<td>![worms]</td>
</tr>
</tbody>
</table>

9. What animal has the most?  
[Lesson 4.2]
- ○ toads
- ○ rabbits
- ○ worms
- ○ dogs

10. How many rabbits are there?  
[Lesson 4.2]
- ○ 6
- ○ 4
- ○ 8
- ○ 18

Fill in the circle for the correct answer.

11. 19 – 13 = 6. Which addition problem could you use to check?  
[Lesson 6.7]
- ○ 6 + 13
- ○ 13 + 19
- ○ 13 – 6
- ○ 6 + 19

12. About how much is 35 – 11?  
Round to the nearest ten.  
[Lesson 6.9]
- ○ 20
- ○ 24
- ○ 50
- ○ 30

STOP
### Anticipation Guide

**Main Idea and 2 Details**

Note to Teacher: This organizer can help students learn that addition and subtraction are inverse operations. It will show that addition and subtraction of opposing operations may be used to check the answers of opposite operations. Write Addition and Subtraction at the top of the chart. Have students complete the number sentences below the heading to see the correlation between the operations.

#### Addition

<table>
<thead>
<tr>
<th>9 + 6 = 15</th>
<th>4 + 5 = 9</th>
<th>44 + 14 = 58</th>
</tr>
</thead>
</table>

#### Subtraction

<table>
<thead>
<tr>
<th>15 - 6 = 9</th>
<th>9 - 5 = 4</th>
<th>58 - 14 = 44</th>
</tr>
</thead>
</table>

### Before Chapter

1. Circle the one that is not an example of a subtraction strategy: counting back, regrouping, using doubles, estimation.

### After Chapter

2. Can you count back to solve 70 - 40? Answers will vary.

3. Matt had 16 coins. He gave 6 to his sister. What could you do to find out how many coins he had left? False.

4. Subtraction and estimation are inverse operations. True or False?

5. Can you use addition to check subtraction? Yes

6. What is 12 rounded to the nearest ten? 0

### Directions:

Before you begin Chapter 6, distribute these questions to the students. Read the questions to the students. Give them time to write their answers, or record the answers they provide. You may also want to ask the same questions after students complete the chapter to see if their perceptions on the subject matter have changed.
You can use basic facts to help subtract tens.  
5 - 2 = 3 helps you know that 50 - 20 = 30.

Solve.
1. 3 - 2 = 1
2. 30 - 20 = 10
3. 50 - 30 = 20
4. 40 - 10 = 30
5. 70 - 20 = 50
6. 60 - 30 = 30
7. 80 - 40 = 40
8. 90 - 10 = 80
9. 70 - 20 = 50
Homework Practice

Subtract Tens

1. 7 tens – 3 tens = 4 tens
   70
   – 30
   40

2. 80 – 40 = 40
   90
   – 20
   70

3. 80 – 50 = 30
   40
   – 20
   20

4. 50 – 10 = 40
   70
   – 10
   60

5. 90 – 80 = 10
   70
   – 50
   20

Problem-Solving Practice

Subtract Tens

1. What is 2 tens from 3 tens? 30 – 20 = 10
2. What is 5 tens from 9 tens? 40
3. What is 1 ten from 3 tens? 30 – 10 = 20
4. What is 4 tens from 8 tens? 40
5. Dee had 20 tickets for the rides at the fair. She used 10 of them. How many tickets does she have left? 10 tickets
6. Larry had 60 baseball cards. He gave 20 cards to his brother. How many baseball cards does he have left? 40 baseball cards
7. Jill had 80 stickers. She gave 50 stickers to a friend. How many stickers does she have now? 30 stickers
8. Andy had 40 pennies. He spent 30 of them on a neat pencil. How many pennies does Andy have now? 10 pennies
9. Jane had 90 beads. She lost 40 of them. How many beads does Jane have now? 50 beads
10. Bill had 30 toy cars. He gave 10 cars to Sam and 10 cars to Joe. How many toy cars does Bill have left? 10 toy cars

Solve.

6. Josie has 60 marbles. 30 of them are blue. The rest are red. How many red marbles does Josie have? 30 red marbles
7. Rich has 80 pennies. He spends 40 pennies. How many pennies does Rich have now? 40 pennies
Answers (Lessons 6-1 and 6-2)

Subtraction Stars

Solve. Look at the stars for help.

1. 56 \ - \ 3 = \ ?
   50 \ - \ 3 = 47
   60 \ - \ 3 = 57

2. 63 \ - \ 1 = \ ?
   60 \ - \ 1 = 59
   70 \ - \ 1 = 69

3. 48 \ - \ 4 = \ ?
   40 \ - \ 4 = 36
   50 \ - \ 4 = 46

4. Color all the stars with answers of 2.

Write the difference.

1. 46 \ - \ 4 = 42
   40 \ - \ 4 = 36

2. 39 \ - \ 20 = 19
   30 \ - \ 20 = 10

3. 77 \ - \ 40 = 37
   70 \ - \ 40 = 30

4. 53 \ - \ 20 = 33
   50 \ - \ 20 = 30

5. 57 \ - \ 5 = 52
   50 \ - \ 5 = 45

6. 48 \ - \ 7 = 41
   40 \ - \ 7 = 33

7. 65 \ - \ 30 = 35
   60 \ - \ 30 = 30

8. 71 \ - \ 30 = 41
   70 \ - \ 30 = 40

9. 37 \ - \ 4 = 33
   30 \ - \ 4 = 26

10. 52 \ - \ 10 = 42
   50 \ - \ 10 = 40

Reteach

Count Back Tens and Ones

Count back by tens to subtract.
30, 20, 10, 0... 40 - 30 = 10

Write the models for Exercises 1 and 2.

Subtract. Use the models for Exercises 1 and 2.

Write your answer.

Count back by ones to subtract.
3, 2, 1, ... 4 - 3 = 1
### Skills Practice

**Count Back Tens and Ones**

**Count back to subtract.**

1. \[ \begin{array}{cccccc}
   28 & 64 & 36 & 52 & 45 \\
   -5 & -30 & -4 & -10 & -2 \\
   \hline
   23 & 34 & 32 & 42 & 43
   \end{array} \]

2. \[ \begin{array}{cccccc}
   61 & 68 & 75 & 89 & 37 \\
   -40 & -2 & -50 & -20 & -3 \\
   \hline
   21 & 66 & 25 & 69 & 34
   \end{array} \]

3. \[ \begin{array}{cccccc}
   54 & 65 & 32 & 60 & 26 \\
   -1 & -40 & -10 & -3 & -10 \\
   \hline
   53 & 25 & 22 & 57 & 16
   \end{array} \]

4. \[ \begin{array}{cccccc}
   70 & 45 & 72 & 55 & 82 \\
   -30 & -20 & -2 & -4 & -60 \\
   \hline
   40 & 25 & 70 & 51 & 22
   \end{array} \]

**Solve.**

5. Lauren has 50 pennies in her pocket. She spends 20 of them. How many pennies does she have left? **30** pennies

6. Alex has 67 pennies. He spends three pennies. How many pennies does he have left? **64** pennies

7. What is 3 tens from 9 tens? \[ 90 - 30 = 60 \]

8. What is 4 tens from 5 tens? \[ 50 - 40 = 10 \]

### Homework Practice

**Count Back Tens and Ones**

**Count back to subtract.**

1. \[ \begin{array}{cccccc}
   85 & 38 & 57 & 42 & 97 \\
   -30 & -6 & -20 & -20 & -4 \\
   \hline
   55 & 32 & 37 & 22 & 93
   \end{array} \]

2. \[ \begin{array}{cccccc}
   74 & 37 & 86 & 27 & 79 \\
   -50 & -30 & -2 & -6 & -40 \\
   \hline
   24 & 7 & 84 & 21 & 39
   \end{array} \]

3. \[ \begin{array}{cccccc}
   53 & 68 & 43 & 83 & 34 \\
   -10 & -5 & -30 & -50 & -3 \\
   \hline
   43 & 63 & 13 & 33 & 31
   \end{array} \]

4. \[ \begin{array}{cccccc}
   70 & 45 & 72 & 55 & 82 \\
   -2 & -20 & -50 & -2 & -40 \\
   \hline
   20 & 37 & 18 & 73 & 49
   \end{array} \]

**Solve.**

5. Mandy had 25 pennies. She lost two pennies in the grass. How much money does she have left? **23** pennies

6. Vernon had 38 apples. He gave 20 to his friends. How many apples did he have left? **18** apples

7. What is 5 tens from 9 tens? \[ 90 - 50 = 40 \]

8. What is 2 tens from 8 tens? \[ 80 - 20 = 60 \]
Name ____________________________

6-2

Problem-Solving Practice

Count Back Tens and Ones

Solve.

1. June has 14 baseball cards. She gives two to a friend. How many cards are left?
   

2. Donald has 56 grapes. He eats five of them. How many grapes does he have left?
   

3. Billy has 24 marbles. He loses three of them. How many marbles does he have left?
   

4. Tricia has 18 stamps. She gives ten to her sister. How many stamps are left?
   

5. Dr. Miller has 79 patients in one week. 30 are children. The rest are adults. How many adults does Dr. Miller see?
   

6. Tanya collects 185 cans. She crushes 50 cans. How many cans does she have left to crush?

Fill in the missing numbers

<table>
<thead>
<tr>
<th>90 80 70 60 50 40 30 20 10 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in the missing numbers</td>
</tr>
<tr>
<td>1. 50 40 30 20</td>
</tr>
<tr>
<td>50 – 30 = 20</td>
</tr>
<tr>
<td>40 – 30 = 10</td>
</tr>
<tr>
<td>2. 40 30 20</td>
</tr>
<tr>
<td>3. 90 80 70 60 50</td>
</tr>
<tr>
<td>90 – 40 = 50</td>
</tr>
<tr>
<td>4. 40 30 20</td>
</tr>
<tr>
<td>40 – 20 = 20</td>
</tr>
<tr>
<td>5. 60 50 40 30 20</td>
</tr>
<tr>
<td>60 – 40 = 20</td>
</tr>
<tr>
<td>6. 80 70 60 50 40 30</td>
</tr>
<tr>
<td>80 – 50 = 30</td>
</tr>
</tbody>
</table>
Name ______________________________

**Reteach**

**Regroup Tens as Ones**

Candy had 32 markers. She gives six to Ray. How many markers does she have left?

\[32 - 6 = ?\]

To help solve this problem, you can regroup one box of markers as ten markers.

Now there are enough markers. Subtract.

\[32 - 6 = 26\] Candy has 26 markers left.

Write the number sentences. Use ______ to subtract. Regroup if needed. Then solve.

1. Jim had 52 posters. He sold 18 of them. How many posters does he have now?
   \[52 - 18 = 34\]

2. Ellen had 34 crayons. She gives 5 to her friends. How many does she have left?
   \[34 - 5 = 29\]

3. John had 41 pennies. He spent 15 of them. How many pennies does he have now?
   \[41 - 15 = 26\]

---

**Skills Practice**

**Regroup Tens as Ones**

Use WorkMat 6 and ______ to subtract.

<table>
<thead>
<tr>
<th></th>
<th>Do you need more ones to subtract?</th>
<th>Write the difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 32 - 5</td>
<td><strong>no</strong>  yes</td>
<td>32 - 5 = 27</td>
</tr>
<tr>
<td>2. 27 - 8</td>
<td><strong>no</strong>  yes</td>
<td>27 - 8 = 19</td>
</tr>
<tr>
<td>3. 28 - 5</td>
<td><strong>no</strong>  yes</td>
<td>28 - 5 = 23</td>
</tr>
<tr>
<td>4. 55 - 7</td>
<td><strong>no</strong>  yes</td>
<td>55 - 7 = 48</td>
</tr>
<tr>
<td>5. 41 - 6</td>
<td><strong>no</strong>  yes</td>
<td>41 - 6 = 35</td>
</tr>
<tr>
<td>6. 36 - 9</td>
<td><strong>no</strong>  yes</td>
<td>36 - 9 = 27</td>
</tr>
</tbody>
</table>

**Solve.**

7. Brian has 42 trading cards. He gives seven to a friend. How many trading cards does Brian have left?

   **35** trading cards

8. Sam has 33 cents. He spends 15 at the store. How much money does he have left?

   **18** cents
6-3

Homework Practice

Regroup Tens as Ones

Subtract.

<table>
<thead>
<tr>
<th></th>
<th>Do you need more ones to subtract?</th>
<th>Write the difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 54 – 6</td>
<td>no  yes</td>
<td>54 – 6 = 48</td>
</tr>
<tr>
<td>2. 32 – 7</td>
<td>no  yes</td>
<td>32 – 7 = 25</td>
</tr>
<tr>
<td>3. 82 – 8</td>
<td>no  yes</td>
<td>82 – 8 = 74</td>
</tr>
<tr>
<td>4. 47 – 5</td>
<td>no  yes</td>
<td>47 – 5 = 42</td>
</tr>
<tr>
<td>5. 63 – 6</td>
<td>no  yes</td>
<td>63 – 6 = 57</td>
</tr>
<tr>
<td>6. 91 – 3</td>
<td>no  yes</td>
<td>91 – 3 = 88</td>
</tr>
</tbody>
</table>

Solve.

7. Sam picks 41 plums. He eats three for his snack. How many plums are left? 38 plums

8. Mr. White is 54 years old. Mr. Martin is 7 years younger than Mr. White. How old is Mr. Martin? 47 years old

6-3

Problem-Solving Practice

Regroup Tens as Ones

Preparation: Base-ten blocks are needed for this activity.

Solve. Use blocks or the tens and ones workmat for help.

1. Melissa makes 14 cards. She gives 7 to her friends. How many cards are left? 7 cards

2. Joe has 53 coins. He gives 8 to his mom. How many coins does he have left? 45 coins

3. Fran has a lemonade stand with 81 glasses of lemonade. She sells 9 of them. How many glasses are left? 72 glasses

4. Vicki has 22 barrettes. She loses 4. How many are left? 18 barrettes

5. Main Street Store has 38 coats. Nine are sold. How many coats are left to sell? 29 coats

6. Andy had 44 CDs. He broke 5 of them. Then he sold nine to his friends. How many CDs does he have now? 30 CDs
### Answers (Lessons 6-3 and 6-4)

**Problem-Solving Strategy: Write a Number Sentence**

**There are eight bats in a tower. Three more join them. How many bats are now in the tower?**

**What do I know?**
- There are eight bats.
- Three more join them.

**What do I need to find out?**
- How many bats there are now.

**Understand**

**Step 1**
- Plan

**Step 2**
- Solve
- Write an addition sentence.

\[
8 + 3 = 11 \text{ bats}
\]

**Check**

- What were the two groups in my addition sentence?
- Did my answer tell how many bats there are in all?

---

**Enrich: Trading Tens**

**Draw dimes to show tens and pennies to show ones. Write the numbers.**

<table>
<thead>
<tr>
<th>Draw</th>
<th>Regroup</th>
<th>Write the number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 tens 6 ones</td>
<td>2 tens 16 ones</td>
<td>36</td>
</tr>
<tr>
<td>4 tens 5 ones</td>
<td>3 tens 15 ones</td>
<td>45</td>
</tr>
<tr>
<td>1 ten 10 ones</td>
<td>2 tens</td>
<td>20</td>
</tr>
</tbody>
</table>

---

**Reteach (1)**

**Problem-Solving Strategy: Write a Number Sentence**

**There are eight bats in a tower. Three more join them. How many bats are now in the tower?**

**What do I know?**
- There are eight bats.
- Three more join them.

**What do I need to find out?**
- How many bats there are now.

**Understand**

**Step 1**
- Plan

**Step 2**
- Solve
- Write an addition sentence.

\[
8 + 3 = 11 \text{ bats}
\]

**Check**

- What were the two groups in my addition sentence?
- Did my answer tell how many bats there are in all?
Name

6-4

Reteach (2)

2AF1.2, 2MR1.0

Problem-Solving Strategy: Write a Number Sentence

Write a number sentence to solve.

1. Spot has 13 bones in his doghouse. He found four more in the yard. How many bones does Spot have?

   \[ 13 + 4 = 17 \] bones

2. Lu sees 17 rabbits in a field. She sees six more in the woods. How many rabbits does she see in all?

   \[ 17 + 6 = 23 \] rabbits

3. Twenty-one monkeys are in the tree. Five monkeys swing away. How many monkeys are left?

   \[ 21 - 5 = 16 \] monkeys

4. Thirteen crows are in a cornfield. Six fly away. How many crows are left?

   \[ 13 - 6 = 7 \] crows

5. Kay finds six shells. Then she finds nine more. How many shells did she find in all?

   \[ 6 + 9 = 15 \] shells

6. Joey catches 18 fish. His family keeps four of them. How many fish did they let go?

   \[ 18 - 4 = 14 \] fish

7. Seven kids are in the sandbox. Six more are on the swings. How many kids are there in all?

   \[ 7 + 6 = 13 \] kids

8. Erica colors 15 pictures. She gives 11 to her family. How many pictures are left?

   \[ 15 - 11 = 4 \] pictures

9. Ben ran 11 miles. Jeff ran 5 miles. How many more miles did Ben run?

   \[ 11 - 5 = 6 \] miles

10. Roland mows lawns. He made 22 dollars the first week. He made 7 dollars the next. How much money did he make?

    \[ 22 + 7 = 29 \] dollars

11. Nine chickens are eating. Fourteen more chickens join them. How many chickens are eating now?

    \[ 9 + 14 = 23 \] chickens

12. Jesse buys 16 game cards. He gives 4 to his friends. How many cards does Jesse have left?

    \[ 16 - 4 = 12 \] cards

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**Homework Practice**

**Problem-Solving Strategy:** Write a Number Sentence

Write a number sentence to solve.

1. The store has 15 sandwiches. Six are sold. How many sandwiches are left to sell?
   \[15 - 6 = 9\] sandwiches

2. Timmy the turtle moves 14 inches. Then he moves three inches. How many inches did he move in all?
   \[14 + 3 = 17\] inches

3. There are 12 pinecones in the tree. Two fall off. How many pinecones are left on the tree?
   \[12 - 2 = 10\] pinecones

4. There are nine gophers in the garden. There are ten more in the yard. How many gophers are there?
   \[9 + 10 = 19\] gophers

5. Gary makes 16 hot dogs. He sells 11. How many hot dogs are left?
   \[16 - 11 = 5\] hot dogs

6. There are 11 kites in the sky. There are two more in the tree. How many kites are there in all?
   \[11 + 2 = 13\] kites

**Enrich**

**Target Number**

Subtract the numbers next to each other. Write the number sentences with a difference of 26. Can you find all six?

The target number is 26.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>78</td>
<td>52</td>
<td>15</td>
</tr>
<tr>
<td>75</td>
<td>49</td>
<td>96</td>
<td>79</td>
</tr>
<tr>
<td>42</td>
<td>63</td>
<td>37</td>
<td>53</td>
</tr>
<tr>
<td>16</td>
<td>37</td>
<td>41</td>
<td>15</td>
</tr>
</tbody>
</table>

Write the subtraction problems on the lines.

- \[78 - 52 = 26\]
- \[75 - 49 = 26\]
- \[63 - 37 = 26\]
- \[41 - 15 = 26\]
- \[79 - 53 = 26\]
- \[42 - 16 = 26\]
Name ________________

2AF1.0, 2MR2.1

Reteach

Subtract One-Digit Numbers from Two-Digit Numbers

Find 42 – 8.

Show 42.
Can you subtract 8 ones?
Regroup 1 ten as 10 ones.
Now there are 3 tens and 12 ones.

Use WorkMat 6 and to subtract.

1. 

2. 

3. 

4.
5.
6.

7.
8.
9.

Skills Practice

Subtract One-Digit Numbers from Two-Digit Numbers

Use WorkMat 6 and to subtract.

1. 

2. 

3. Gary has 72 cents. He spends eight cents. How much does he have now? ____________ cents

4. There are 55 mice in the barn. A cat chases nine of them away. How many mice are left? ____________ mice
Problem-Solving Practice

Subtract One-Digit Numbers from Two-Digit Numbers

Solve.

1. Juan has 15 crackers. He eats 4. How many are left?
   \[ 11 \text{ crackers} \]

2. Rita has 22 stickers. She gives five to Paul. How many stickers are left?
   \[ 17 \text{ stickers} \]

3. Julia has 24 cards. She trades six cards for a book. How many cards does she have left?
   \[ 18 \text{ cards} \]

4. Lisa has 18 raisins. She eats 6. How many are left?
   \[ 12 \text{ raisins} \]

5. Jessie has 34 marbles. He loses seven of them. How many does he have now?
   \[ 27 \text{ marbles} \]

6. There are 82 balls in the gym. Sam puts nine away. How many are still in the gym?
   \[ 73 \text{ balls} \]
Enrich
Check to Regroup

Look at each problem. If you need to regroup put a check mark in the box. If you do not need to regroup put an X in the box.

1. 34 – 8  regroup ✓
2. 39 – 8  regroup ☑
3. 46 – 7  regroup ✓
4. 32 – 8  regroup ✓
5. 50 – 36 regroup ✓
6. 27 – 15 regroup ✓
7. 61 – 33 regroup ✓
8. 52 – 29 regroup ✓
9. 35 – 14 regroup X
10. 73 – 52 regroup X
11. 24 – 16 regroup ✓
12. 41 – 25 regroup ✓
13. 82 – 39 regroup ✓
14. 70 – 18 regroup ✓
15. 43 – 38 regroup ✓
16. 66 – 45 regroup X

Reteach
Subtract Two-Digit Numbers

Find 36 – 17.

Show 36.
Can you subtract 7 ones?
Regroup 1 ten as 10 ones. Now there are 2 tens and 16 ones.

1.

\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
7 & 10 \\
\hline
8 & 0 \\
\hline
6 & 5 \\
\hline
3 & 8 \\
\end{array}\]

2.

\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
5 & 15 \\
\hline
6 & 5 \\
\hline
2 & 7 \\
\hline
3 & 8 \\
\end{array}\]

3.

\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
3 & 17 \\
\hline
4 & 7 \\
\hline
1 & 9 \\
\hline
2 & 8 \\
\end{array}\]

Use WorkMat 6 and □□□□□□□□□□□□□□□□□□□□ to subtract.

1. 7 10
2. 5 15
3. 3 17
4. 29
5. 41
6. 63

[Subtraction problems follow with regrouping indicated with ✓ or X]
Skills Practice
Subtract Two-Digit Numbers

Use WorkMat 6 and to subtract.

1. 

2. 

3. Phoebe makes 52 cookies for the bake sale. She sells 36 of them. How many cookies are leftover? 16 cookies

4. There are 41 pumpkins in the field. The farmer sold 17 of them. How many pumpkins are left? 24 pumpkins

Homework Practice
Subtract Two-Digit Numbers

Subtract.

1. 

2. 

3. Tom did his chores in 38 minutes. Linda did her chores in 29 minutes. How many more minutes did it take Tom to do his chores? 9 minutes

4. There were 75 straws in the lunchroom. Kids used 27 of them at lunchtime. How many straws were left? 48 straws

5. Main Street Store has 71 comic books. Five of them are sold. How many comic books are there now? 66 comic books

6. There are 25 students in Miss Fuentes’s second grade. There are six students absent today. How many students are there in class today? 19 students
Answers (Lesson 6-6)

Follow the Flow Chart

Color the shapes green if you had to regroup to find the answer.

1. $57 - 19 = 38$ green
2. $55 - 10 = 45$ green
3. $44 - 22 = 22$ green
4. $92 - 41 = 51$ green
5. $56 - 28 = 28$ green
6. $64 - 12 = 52$ green

Problems:
1. Ray has 56 comics. He gives 13 away. How many are left? 43 comics
2. Jake collects 62 game cards. He gives 48 to a friend. How many cards does Jake have left? 14 cards
3. Vera has 21 stamps. Meg has nine stamps. How many more stamps does Vera have? 12 more stamps
4. Robbie Rabbit dug up 37 carrots. He ate 33. How many are left? 4 carrots
5. There are 31 days in August. There are 28 days in February. How many more days are there in August? 3 more days
6. John has 15 points. Ella has six points. Felix has eight points. How many more points does John have than Ella? 9 more points
### Skills Practice

**Check Subtraction**

Subtract. Then check by adding.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>65</td>
<td>44</td>
<td>37</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>[\frac{144}{144}]</td>
<td>[\frac{21}{65}]</td>
<td>[\frac{14}{37}]</td>
<td>[\frac{25}{43}]</td>
<td></td>
</tr>
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<td></td>
<td>[\frac{21}{44}]</td>
<td>[\frac{14}{37}]</td>
<td>[\frac{25}{43}]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>71</td>
<td>64</td>
<td>54</td>
<td>18</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>[\frac{7}{71}]</td>
<td>[\frac{36}{54}]</td>
<td>[\frac{34}{47}]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>95</td>
<td>23</td>
<td>63</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>[\frac{23}{95}]</td>
<td>[\frac{9}{54}]</td>
<td>[\frac{19}{48}]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Solve. Check by adding.

4. Students in Mr. Frank's class made 10 pictures. They showed 6 at the art fair. How many were not shown?
   - 4 pictures

5. Mr. Levine is 53 years old. Mr. Smith is 37 years old. How much older is Mr. Levine?
   - 16 years older

### Reteach

**Check Subtraction**

Find 32 – 14.

\[
\begin{array}{c|c|c}
\text{tens} & \text{ones} \\
\hline
2 & 12 \\
3 & 2 \\
1 & 4 \\
\hline
1 & 8 \\
\end{array}
\]

Is this answer correct? check by adding.

\[
\begin{array}{c|c|c}
\text{tens} & \text{ones} \\
\hline
1 & 8 \\
+ & 14 \\
\hline
32 \\
\end{array}
\]

Subtract. Then check by adding.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>16</td>
<td>11</td>
<td>2.</td>
<td>53</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>[\frac{5}{16}]</td>
<td>[\frac{5}{11}]</td>
<td></td>
<td>[\frac{53}{35}]</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>32</td>
<td>26</td>
<td>4.</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>[\frac{14}{32}]</td>
<td>[\frac{26}{26}]</td>
<td></td>
<td>[\frac{46}{23}]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>84</td>
<td>27</td>
<td>6.</td>
<td>75</td>
<td>26</td>
</tr>
<tr>
<td>[\frac{27}{84}]</td>
<td>[\frac{26}{75}]</td>
<td></td>
<td>[\frac{26}{75}]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Problem-Solving Practice (Lesson 6-7)**

### Check Subtraction

**Solve. Check by adding.**

1. Cole has 9 stickers. He gave 2 to a friend. How many stickers does Cole have now?
   - **7** stickers

2. Nan’s Bike Shop fixed 37 bikes in a week. Ben’s Bikes fixed 14. How many more bikes were fixed at Nan’s?
   - **23** bikes

3. There are 95 cats at the shelter. 28 cats are adopted. How many cats are still at the shelter?
   - **67** cats

4. The hen lays 8 eggs. The farmer takes 3. How many are left?
   - **5** eggs

5. Ima picks 48 apples. She sells 17 of them. How many apples are left?
   - **31** apples

6. Marvin plants 66 flowers. Roy plants 81 flowers. How many more flowers did Roy plant?
   - **15** more flowers

---

**Homework Practice (Lesson 6-7)**

### Check Subtraction

**Subtract. Then check by adding.**

1. 37 - 15 + 15 = 52 + 16
   - 22 + 37 = 59

2. 48 - 18 + 18 = 82 + 14
   - 30 + 48 = 78

3. 91 - 45 + 45 = 77 + 36
   - 46 + 91 = 137

---

**6-7**

Name_________

**Homework Practice**

2NS2.1, 2MR2.2

**Check Subtraction**

**Solve. Check by adding.**

4. There are 46 girls skating. There are 67 boys skating. How many more boys than girls are skating?
   - **21** more boys

5. Randy checks out 20 books from the library. He returns 12. How many books does Randy still have?
   - **8** books
Name ___________________ 

6-7 Enrich

Turn Subtraction Upside Down

Here is a chart. It shows how many math club members attended meetings.

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>30</td>
<td>37</td>
<td>25</td>
<td>41</td>
<td>32</td>
<td>20</td>
</tr>
</tbody>
</table>

Solve. Add to check your answers.

1. How many more members attended in November than in February?

   $\begin{align*}
   \text{November} & = 37 \\
   \text{February} & = 32 \\
   37 - 32 & = 5
   \end{align*}$

2. How many more members attended in September than in October?

   $\begin{align*}
   \text{September} & = 44 \\
   \text{October} & = 30 \\
   44 - 30 & = 14
   \end{align*}$

3. How many more members attended in January than in March?

   $\begin{align*}
   \text{January} & = 41 \\
   \text{March} & = 20 \\
   41 - 20 & = 21
   \end{align*}$

Reteach (1)

Problem-Solving Investigation: Choose a Strategy

Mildred Mouse counted 18 holes in one piece of cheese. She counted 31 holes in the other piece of cheese. How many holes are there in all?

Step 1

What do I know?

There are 18 holes in one piece of cheese.
There are 31 holes in the other piece of cheese.

What do I need to find out?

How many holes are there?

Step 2

How will I find out?

I can draw a picture to find out how many holes there are. But that would take a long time.
I can write a number sentence. But it might be easier to use a model.
I can use a model.

Step 3

Use a model.

There are 49 holes.

Step 4

Check

Does my model show how many holes there are?
Can I use my model to check my work?
Choose a strategy and solve.

1. 55 girls and 36 boys play volleyball. How many more girls than boys play volleyball?
   19 more girls

2. There are 48 cows in the field. There are 23 in the barn. How many cows are there?
   71 cows

Use the chart for Exercises 3 and 4.

<table>
<thead>
<tr>
<th>Swimmer</th>
<th>Number of Laps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
<td>22</td>
</tr>
<tr>
<td>Sandy</td>
<td>18</td>
</tr>
<tr>
<td>Alan</td>
<td>45</td>
</tr>
</tbody>
</table>

3. During swimming practice, how many laps did Dan and Sandy swim?
   40 laps

4. How many more laps did Alan swim than Sandy?
   27 more laps

Choose a strategy and solve.

1. There are 18 frogs in the pond. There are five frogs in the grass. How many frogs are there?
   23 frogs

2. Together, Jamie and Alex picked 72 berries. Jamie picked 32. How many did Alex pick?
   40 berries

3. There are 10 boys and 17 girls at the mall. How many kids are there?
   27 kids

4. Ian has five sets of 10 crayons. He gives three crayons from each set to his brother. How many crayons does Ian have left?
   35 crayons
Adams School had a math contest. Use the clues to find who won first, second, and third place.

The winner solved 20 problems correctly.
Shannon solved 16 problems correctly.
Ron solved more problems than Shannon.
Chad was not the winner.
One student solved 18 problems correctly.

Write the names of the winners on the ribbons.

Choose a strategy and solve.

1. Todd eats 12 crackers. Then he eats 6 more. How many crackers did he eat? 18 crackers

2. Ms. Allen paints 19 pictures of the prairie. She paints 37 pictures of her parrot. How many more pictures of her parrot did she paint? 18 more pictures of her parrot

3. Mary brings four cents to school. She finds five more in her desk. Then a friend gives her 13 cents. How much does Mary have now? 22 cents

4. Mr. Drew teaches reading. He read 3 stories to his students in the first week. He read 4 stories the week after that. How many stories has he read so far? 9 stories
Reteach

Estimate Differences

In the problem below, you need to know about how many peanuts are left. You need to make a good guess. A guess is also called an estimate. You can estimate when you do not need an exact answer.

There are 18 peanuts in the pile. Edna the elephant eats 9 of them. About how many peanuts are left?

**Step 1:** Round each number to the nearest ten.

- The number 9 is close to 10.
- The number 18 is close to 20.

9 rounds to 10.
18 rounds to 20.

**Step 2:** Subtract the rounded numbers to find your estimate.

18 – 9 is the same as 20 – 10.

20 – 10 = 10

18 – 9 is about **10**.

Round these numbers to the nearest ten and estimate the difference.

1. 47 → 50
   - 31 → -30
   20
2. 42 → 40
   - 33 → -30
   10
3. 39 → 40
   - 32 → 30
   10
4. 47 → 50
   - 38 → -40
   10

Skills Practice

Estimate Differences

Round each number to the nearest ten. Estimate the difference.

Round up if the number has 5, 6, 7, 8, or 9 ones.
15 rounds up to 20.
Round down if the number has 4, 3, 2, or 1 ones.
14 rounds down to 10.

1. 49 – 31
   - 30
   20
2. 66 – 27
   - 30
   40
3. 77 – 31
   - 30
   50
4. 39 – 31
   - 30
   10
5. 48 – 32
   - 30
   20
6. 89 – 11
   - 10
   80

Solve.

7. Sharon spent 33 cents at the carnival. Her brother spent 19 cents. About how much more did Sharon spend?
   **10** cents

8. Morgan has 32 music CDs. He gives 13 to his brother. About how many music CDs does Morgan have left?
   **20** CDs
Problem-Solving Practice 2NS2.0, 2NS2.3

Estimate Differences

Solve.

1. Janet has 21 cents. She spends 9. About how much is left?
   10 cents

2. Kim has 54 marbles. 19 of them are red. The rest are blue. About how many marbles are blue?
   30 marbles

3. Mr. Tam’s Shop had 91 cans of juice. The store sold 75 in a week. About how many cans of juice are still for sale?
   10 cans of juice

4. Tim has 12 pencils. He gives 1 to a friend. About how many are left?
   10 pencils

5. Erin collects 88 cans. She crushes 59 of them. About how many cans are left to crush?
   30 cans

6. Peter is 50 inches tall. His younger sister is 19 inches shorter than Peter. About how tall is Peter’s sister?
   30 inches
Enrich

Does the answer make sense?

Estimate and round to answer the problems.

1. Ramon likes to collect rocks. He has 72 rocks in his collection. He gives 33 rocks away. Now he thinks he has about 50 rocks. Is he right? **No.**
   72 rounds to **70** and 33 rounds to **30**.
   Ramon has about **40** rocks.

2. Sid uses shells in art. He has 45 big and small shells. He has 26 small shells, so he thinks he has about 30 large shells. Is he right? **No.**
   45 rounds to **50** and 26 rounds to **30**.
   Sid has about **20** shells.

3. Elaine buys postcards from all around the world. She has 36. She wants to share them with her brother. She gives him 18 of her cards. She thinks she will have about 20 cards left. Is she right? **Yes.**
   36 rounds to **40** and 18 rounds to **20**.
   Elaine has about **20** cards.
Diagnostic Test

Are you ready for Chapter 6?

Write your answer.

1. How many tens are in 40? __4__
2. How many tens are in 80? __8__
3. How many tens are in 50? __5__

Use the number lines. Round to the nearest ten.

4. 29 __30__
5. 15 __20__
6. 36 __40__

Subtract. [Lessons 6.1, 6.1, 6.2, 6.2, 6.6, and 6.6]

1. 50 __10__
2. 70 __10__
3. 18 __16__

4. 64 __14__
5. 24 __9__
6. 57 __43__

Subtract. Regroup if you need to. [Lessons 6.3 and 6.5]

7. 33 __26__
8. 75 __71__
9. 41 __33__

Subtract. Check by adding. Show your work. [Lessons 6.5, 6.6, and 6.7]

10. 18 __11__
11. 52 __13__
12. 31 __10__
13. 75 __50__

Round each number to the nearest ten. Estimate the difference. [Lesson 6.9]

12. 31 – 19 __10__
13. 75 – 29 __50__

Solve.

10. Adela has 12 animal stickers. If she gives 5 to Joe, how many stickers will she have left? __7__ stickers
**Mid-Chapter Test**

Subtract. Regroup if you need to. [Lesson 6.3]

1. \[ 32 - 8 = 24 \]
2. \[ 55 - 9 = 46 \]

Write a number sentence to solve.

3. Jackie buys two goldfish at the store. She has six more at home. How many goldfish does she have in all? [Lesson 6.4]
   \[ 2 + 6 = 8 \] goldfish

4. Brian’s Deli had 29 pickles. They sold 13 for lunch. How many pickles are left to sell? [Lesson 6.4]
   \[ 29 - 13 = 16 \] pickles

Subtract. Fill in the circle for the correct answer. [Lesson 6.1 and 6.2]

5. \[ 80 - 20 = ? \]
   - procedural error
   - correct
   - guess/conceptual
   - 100
   - 50
   - 60
   - 98
   - 40
   - 76
   - 50
   - procedural error
   - guess/conceptual
   - correct

6. \[ 78 - 20 = ? \]
   - procedural error
   - correct
   - guess/conceptual
   - 58

**Vocabulary Test**

Write the correct word in the blank. Use the words from the box.

- estimate
- inverse operations
- difference
- count back
- subtract
- regroup
- round

1. To **subtract** means to take away or find the difference.
2. To count 5, 4, 3 means to **count back**.
3. If you **regroup** 12 ones, you can make 1 ten and 2 ones.
4. Addition and subtraction are opposites, so they are called **inverse operations**.
5. You can **estimate** if you do not need an exact number.
6. When you **round**, you can change 34 to 30 to make your math easier.
7. The **difference** is the answer to a subtraction problem.
Oral Assessment Response Sheet

1. 20
2. 26
3. 22
4. 13
5. 43
6. 22
7. 25
8. 25 + 29 = 54

9. About 20
10. 4 – 2 = 2 apples

Listening Assessment Response Sheet

1. 6 – 4 = 2
   60 – 40 = 20
   20 + 40 = 60

2. 32 – 7 = 25

3. 26 – 18 = 8

4. 39 – 18 = 21 estimate = 20
   40 – 20 = 20

5. 10 – 5 = 5 markers
   Pictures will vary.
Chapter Test, Form 1

Subtract. Fill in the circle for the correct answer.

[Lessons 6.1, 6.2, 6.2, 6.3, 6.5, and 6.6]

1. $80 - 30$
   - 110 procedural error
   - 20 conceptual error
   - 50 correct
   - 40 guess

2. $48 - 5$
   - 45 conceptual error
   - 43 correct
   - 53 procedural error
   - 98 guess

3. $55 - 30$
   - 85 procedural error
   - 35 conceptual error
   - 45 guess
   - 25 correct

4. $23 - 7$
   - 19 guess
   - 16 correct
   - 30 conceptual error
   - 20 procedural error

5. $31 - 6$
   - 25 correct
   - 35 guess
   - 13 conceptual error
   - 37 procedural error

6. $64 - 58$
   - 10 guess
   - 122 procedural error
   - 6 correct
   - 2 conceptual error

7. Your number sentence is $39 - 12 = 27$. Which problem would you use to check your subtraction?
   - $27 + 39$ procedural error
   - $27 + 12$ correct
   - $39 - 27$ conceptual error
   - $12 + 39$ guess

8. About how much is $52 - 13$? Round to the nearest ten.
   - $60$ procedural error
   - $30$ guess
   - $38$ conceptual error
   - $40$ correct

   - $0$ correct
   - $1$ guess
   - $40$ procedural error
   - $10$ conceptual error

10. There are 28 flowers in the meadow. There are 17 in the garden. How many flowers are there in all?
    - $50$ conceptual error
    - $11$ guess
    - $45$ correct
    - $48$ procedural error
Chapter Test, Form 2A

Subtract. Fill in the circle for the correct answer.

[Lessons 6.3, 6.5, 6.2, 6.1, 6.6, and 6.2]

1. $31 - 4$
   - ○ 35 procedural error
   - ○ 27 correct
   - ○ 50 conceptual error
   - ○ 25 guess

2. $15 - 3$
   - ○ 10 guess
   - ○ 12 correct
   - ○ 8 procedural error
   - ○ 18 conceptual error

3. $49 - 30$
   - ○ 19 correct
   - ○ 46 procedural error
   - ○ 15 conceptual error
   - ○ 79 guess

4. $50 - 30$
   - ○ 80 conceptual error
   - ○ 15 procedural error
   - ○ 30 guess
   - ○ 20 correct

5. $49 - 25$
   - ○ 25 procedural error
   - ○ 24 correct
   - ○ 74 guess
   - ○ 37 conceptual error

6. $48 - 20$
   - ○ 28 correct
   - ○ 68 procedural error
   - ○ 46 guess
   - ○ 25 conceptual error

7. There are 19 peaches in the basket. Mr. Keel buys nine of them. How many peaches are still in the basket?
   - ○ 10 correct
   - ○ 12 conceptual error
   - ○ 28 guess
   - ○ 30 procedural error

8. Eric has 14 baseball cards. He buys six more. What could you do to find out how many cards Eric has?
   - ○ subtract
   - ○ estimate the difference
   - ○ write a number sentence
   - ○ find a pattern

9. Your number sentence is $52 - 19 = 33$. Which problem would you use to check your subtraction?
   - ○ 0 guess
   - ○ 1 conceptual error
   - ○ 40 procedural error
   - ○ 10 correct

10. About how much is $19 - 11$? Round to the nearest ten.
    - ○ 0 guess
    - ○ 1 conceptual error
    - ○ 40 procedural error
    - ○ 10 correct
Chapter Test, Form 2B

Subtract. Fill in the circle for the correct answer.

[Lessons 6.1, 6.2, 6.3, 6.5, and 6.6]

1. \[30 - 20\]
   - 10 correct
   - 20 procedural error
   - 50 conceptual error

2. \[22 - 2\]
   - 24 conceptual error
   - 20 correct
   - 21 procedural error

3. \[45 - 20\]
   - 42 procedural error
   - 25 correct
   - 65 conceptual error

4. \[25 - 6\]
   - 19 correct
   - 21 procedural error
   - 31 conceptual error

5. \[18 - 6\]
   - 24 conceptual error
   - 11 procedural error
   - 12 correct

6. \[32 - 17\]
   - 49 conceptual error
   - 12 procedural error
   - 15 correct

7. \[25 - 15 = 10\]. Which would you use to check? [Lesson 6.7]
   - 25 + 8 guess
   - 15 - 10 conceptual error
   - 10 + 15 correct

8. About how much is 22 - 11?
   Round to the nearest ten. [Lesson 6.9]
   - 33 procedural error
   - 10 correct
   - 11 guess

9. About how much is 42 - 31?
   Round to the nearest ten. [Lesson 6.9]
   - 10 correct
   - 72 procedural error
   - 22 guess
   - 8 procedural error
   - 10 correct

10. There are 6 trees in the school yard. There are 4 trees at home. How many trees are there in all? [Lesson 6.8]
    - 2 procedural error
    - 31 procedural error
    - 10 correct

11. Tom has 2 dogs. Ann has 2 dogs. How could you find how many total dogs there are? [Lesson 6.4]
    - estimate the difference conceptual error
    - write a number sentence correct
    - regroup conceptual error
Chapter Test, Form 2C

Subtract. [Lessons 6.2, 6.5, 6.6, 6.1, 6.3, 6.2, 6.6, and 6.6]

1. 69
   \[ \begin{array}{c}
   - 30 \\
   \hline
   \end{array} \]
   \[39\]

2. 38
   \[ \begin{array}{c}
   - 5 \\
   \hline
   \end{array} \]
   \[33\]

3. 74
   \[ \begin{array}{c}
   - 21 \\
   \hline
   \end{array} \]
   \[53\]

4. 60
   \[ \begin{array}{c}
   - 50 \\
   \hline
   \end{array} \]
   \[10\]

5. 52
   \[ \begin{array}{c}
   - 38 \\
   \hline
   \end{array} \]
   \[14\]

6. 36
   \[ \begin{array}{c}
   - 9 \\
   \hline
   \end{array} \]
   \[27\]

7. 49
   \[ \begin{array}{c}
   - 33 \\
   \hline
   \end{array} \]
   \[16\]

8. 82
   \[ \begin{array}{c}
   - 27 \\
   \hline
   \end{array} \]
   \[55\]

9. 51
   \[ \begin{array}{c}
   - 36 \\
   \hline
   \end{array} \]
   \[15\]

Check by adding. [Lesson 6.7]

\[15 + 36 = 51\]

10. About how much is 49 – 23? Round to the nearest ten.
    [Lesson 6.9]
    \[30\]

    \[6\text{ games}\]

12. About how much is 49 – 38? Round to the nearest ten.
    [Lesson 6.9]
    \[10\]

13. There were 13 treats in the box. The puppy ate seven of them. How many treats are left in the box? Write a number sentence to solve. [Lesson 6.4]
    \[13 - 7 = 6\]
Chapter Test, Form 2D (continued)

Estimate the difference.
Round to the nearest ten. [Lesson 6.9]

9. About how much is 39 – 11?
   Round to the nearest ten. 30

10. About how much is 19 – 11?
    Round to the nearest ten. 10

Solve.

11. There are 5 dogs at the pet store. There are 15 dogs at the shelter. How many total dogs are there? [Lesson 6.6]
    20 dogs

Write a number sentence to solve.

12. Pat’s mom buys 7 apples. Pat eats 2. How many apples are there now? [Lesson 6.4]
    \[7 - 2 = 5 \text{ apples}\]

Subtract. Check by adding. [Lesson 6.7]

13. \[35 - 19 = 16\]
    \[16 + 19 = 35\]
Cumulative Standardized Test Practice

Write the numbers in order from least to greatest.
1. 56, 7, 42, 39, 24
   \[ 7 \quad 24 \quad 39 \quad 42 \quad 56 \]
   [Lesson 1.6]

Complete the fact family.
2. \[ 14 + 5 = \boxed{19} \]
   \[ 19 - \boxed{5} = 14 \]
   \[ 5 + 14 = \boxed{19} \]
   \[ 19 - 14 = 5 \]
   [Lesson 3.7]

Add or subtract to solve.
3. \[ 26 + 7 = \boxed{33} \]
4. \[ 34 - 12 = \boxed{22} \]

5. \[ 4 \]
6. \[ 6 \]
   \[ 6 + 3 = \boxed{13} \]
   [Lesson 5.4, 6.6, 2.7, 3.2, 3.2, and 5.6]

7. \[ 11 + 11 = \boxed{22} \]
8. \[ 29 + 15 = \boxed{44} \]

Look at the graph. Fill in the circle for the correct answer.

<table>
<thead>
<tr>
<th>Number of Animals in Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>toads [ \boxed{6} ] procedural error</td>
</tr>
<tr>
<td>rabbits [ \boxed{4} ] correct</td>
</tr>
<tr>
<td>worms [ \boxed{8} ] conceptual error</td>
</tr>
</tbody>
</table>

9. What animal has the most?
   [Lesson 4.2]
   \[ \text{ Dogs } \]
   \[ \text{ Toads } \]
   \[ \text{ Worms } \]
   \[ \text{ Rabbits } \]

10. How many rabbits are there?
    [Lesson 4.2]
    \[ \boxed{4} \]
    \[ \boxed{8} \]
    \[ \boxed{12} \]

11. 19 \(-\) 13 \= 6. Which addition problem could you use to check?
    [Lesson 6.7]
    \[ 6 + 13 \]
    \[ 13 + 19 \]
    \[ 13 \- 6 \]
    \[ 6 + 19 \]

12. About how much is 35 \(-\) 11?
    Round to the nearest ten.
    [Lesson 6.9]
    \[ 20 \]
    \[ 24 \]
    \[ 30 \] correct