Name _____

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

Algebra • Break Apart Ones to Subtract

To subtract a one-digit number, break it apart.

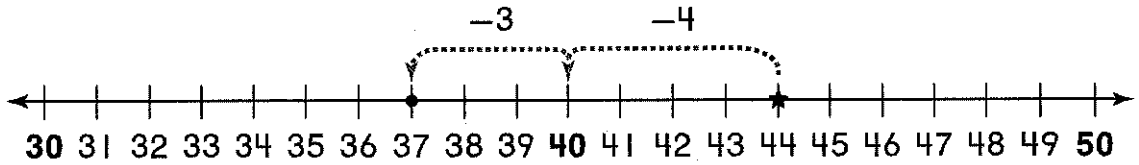
Break apart ones in 7.

- Use 4 because 44 has a 4 in the ones place.
- The other part is 3.

$44 - 7 = \underline{?}$

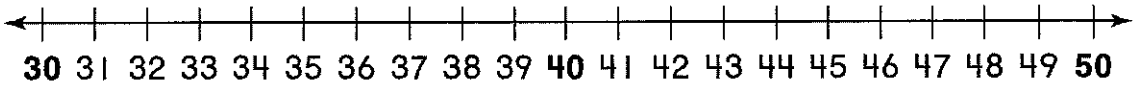
4 3

Start at 44.
Subtract 4, and then subtract 3.



So, $44 - 7 = \underline{37}$.

Break apart ones to subtract. Write the difference.



1. $42 - 8 = \underline{34}$

2. $47 - 8 = \underline{39}$

3. $43 - 5 = \underline{38}$

4. $41 - 8 = \underline{33}$

Name _____

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

Algebra • Break Apart Numbers to Subtract

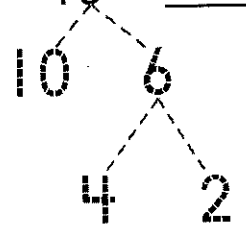
To subtract a two-digit number, break it apart.

First break apart 16 into tens and ones.

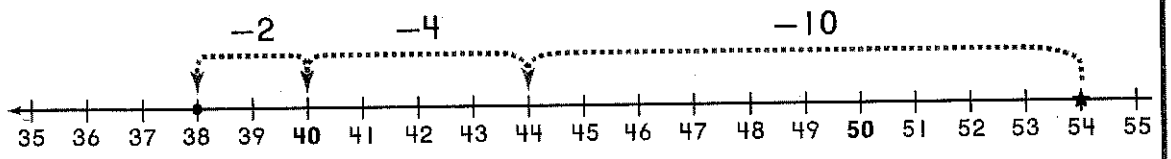
Now break apart ones in 6.

- Use 4 because 54 has a 4 in the ones place.
- The other part is 2.

$54 - 16 = \underline{?}$

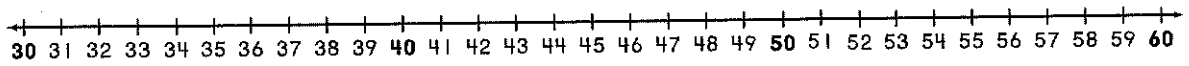


Use the number line to subtract the three parts.



So, $54 - 16 = \underline{38}$.

Break apart the number you are subtracting. Write the difference.



1. $51 - 16 = \underline{35}$

2. $57 - 18 = \underline{39}$

3. $54 - 17 = \underline{37}$

4. $52 - 18 = \underline{34}$

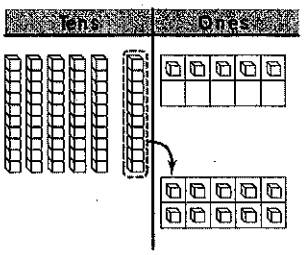
Name _____

Model Regrouping for Subtraction

COMMON CORE STANDARDS CC.2.NBT.9, CC.2.NBT.5

Use place value understanding and properties of operations to add and subtract.

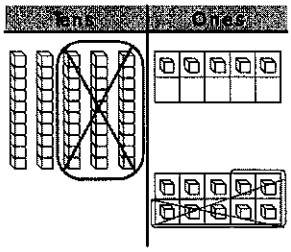
Subtract 37 from 65.



Are there enough ones to subtract 7? no
So, you will need to regroup.

Trade 1 ten for 10 ones.

Subtract the ones. Then subtract the tens.



15 ones − 7 ones = 8 ones

5 tens − 3 tens = 2 tens

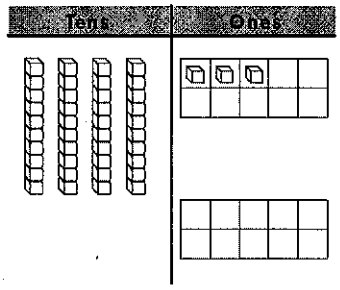
2 tens 8 ones is the same as 28.

The difference is 28.

Check children's work.

Draw to show the regrouping. Write the tens and ones that are in the difference. Write the number.

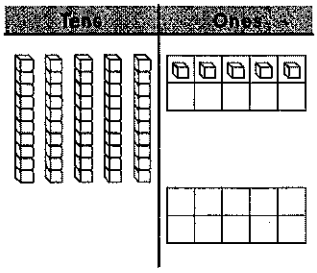
1. Subtract 18 from 43.



2 tens 5 ones

25

2. Subtract 19 from 55.



3 tens 6 ones

36

Name _____

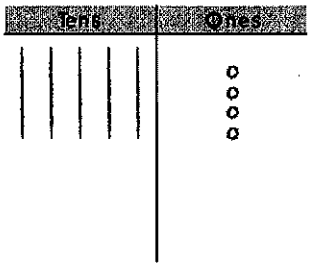
Lesson 5.4
Reteach

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

Model and Record 2-Digit Subtraction

Subtract. 54 − 15

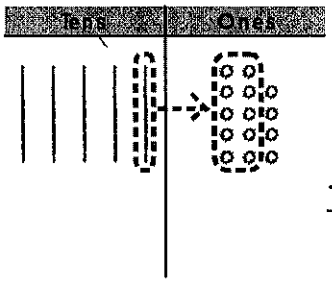
Are there enough ones to subtract 5? no



	Tens	Ones
	5	4
−	1	5

Regroup 1 ten as 10 ones.

Write the new number of tens and ones.



	Tens	Ones
	4	14
	~~5~~	~~4~~
−	1	5

Subtract the ones.

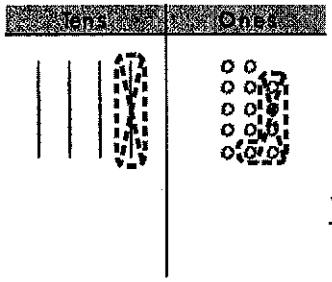
14 ones − 5 ones = 9 ones

Write that number in the ones place.

Subtract the tens.

4 tens − 1 ten = 3 tens

Write that number in the tens place.



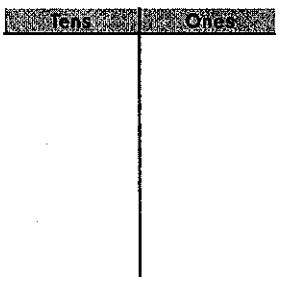
	Tens	Ones
	4	14
	~~5~~	~~4~~
−	1	5
	3	9

Check children's drawings.

Draw a quick picture to solve. Write the difference.

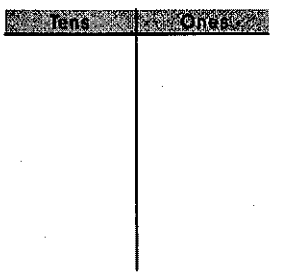
1.

	Tens	Ones
	3	13
	~~4~~	~~3~~
−	1	6
	2	7



2.

	Tens	Ones
	2	11
	~~3~~	~~1~~
−	1	7
	1	4



Name _____

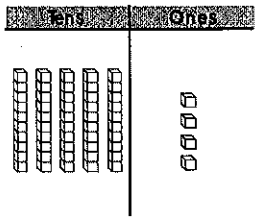
Lesson 5.5
Reteach

2-Digit Subtraction

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

Subtract. 54 − 28

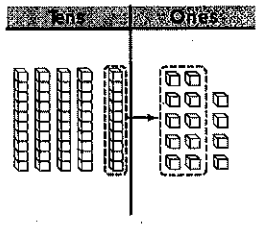
Are there enough ones to subtract 8? no



	Tens	Ones
	□	□
	5	4
−	2	8

Regroup 1 ten as 10 ones.

Write the new number of tens and ones.

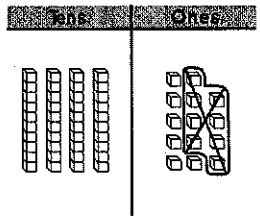


	Tens	Ones
	4	14
	~~5~~	~~4~~
−	2	8

Subtract the ones.

14 ones − 8 ones = 6 ones

Write that number in the ones place.

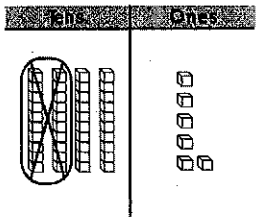


	Tens	Ones
	4	14
	~~5~~	~~4~~
−	2	8
		6

Subtract the tens.

4 tens − 2 tens = 2 tens

Write that number in the tens place.



	Tens	Ones
	4	14
	~~5~~	~~4~~
−	2	8
	2	6

Regroup if you need to. Write the difference.

1.

	Tens	Ones
	6	12
	~~7~~	~~2~~
−	4	5
	2	7

2.

	Tens	Ones
	4	11
	~~5~~	~~1~~
−	1	3
	3	8

3.

	Tens	Ones
	□	□
	3	8
−	1	6
	2	2

Name _____

Lesson 5.6
Reteach

Practice 2-Digit Subtraction

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

Clay scored 80 points. Meg scored 61 points.
How many more points did Clay score than Meg?

STEP 1	STEP 2	STEP 3
More ones are needed. Regroup 8 tens 0 ones as 7 tens 10 ones.	Subtract in the ones column.	Subtract in the tens column.
7 10 8 0 − 6 1	7 10 8 0 − 6 1 9	7 10 8 0 − 6 1 1 9

Write the difference.

1. 5 10
   ~~6~~ ~~0~~
   − 2 7
   3 3

2. 3 7
   − 2 2
   1 5

3. 5 11
   ~~6~~ ~~1~~
   − 4 8
   1 3

4. 6 10
   ~~7~~ ~~0~~
   − 2 6
   4 4

5. 2 17
   ~~3~~ ~~7~~
   − 1 9
   1 8

6. 5 5
   − 1 4
   4 1

Name _____

Rewrite 2-Digit Subtraction

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

$62 - 38 = ?$

Rewrite 62 first.

62

The 6 is in the tens place. Write it in the tens column.

The 2 is in the ones place. Write it in the ones column.

	Tens	Ones
	6	2
−		

Then rewrite 38.

38

The 3 is in the tens place. Write it in the tens column.

The 8 is in the ones place. Write it in the ones column.

	Tens	Ones
	6	2
−	3	8

Now the ones digits are in a column and the tens digits are in a column.

Subtract. Write the difference.

	Tens	Ones
	5	12
	~~6~~	~~2~~
−	3	8
	2	4

Rewrite the subtraction problem. Find the difference.

1. $56 - 24$

	Tens	Ones
	5	6
−	2	4
	3	2

2. $74 - 37$

	Tens	Ones
	6	14
	~~7~~	~~4~~
−	3	7
	3	7

3. $43 - 15$

	Tens	Ones
	3	13
	~~4~~	~~3~~
−	1	5
	2	8

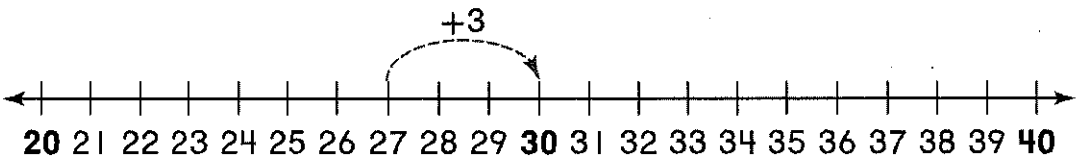
Name _____

Lesson 5.8
Reteach

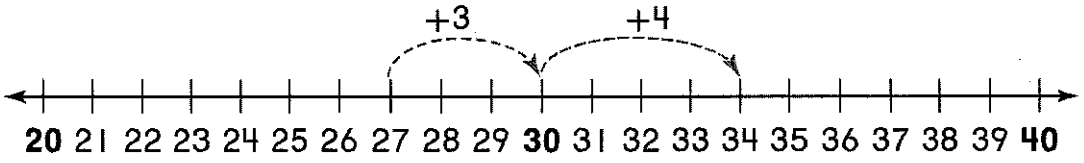
Add to Find Differences

COMMON CORE STANDARD CC.2.NBT.5
Use place value understanding and properties of operations to add and subtract.

Count up to solve. 34 − 27 = ?
Start at 27. Count up 3 to 30.



To get to 34 from 30, count up 4 more.

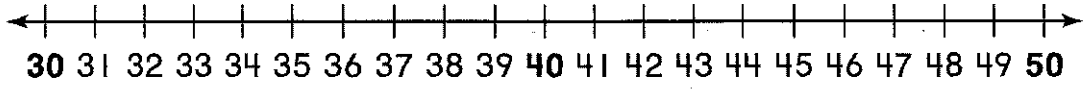


7 was added to get to 34.

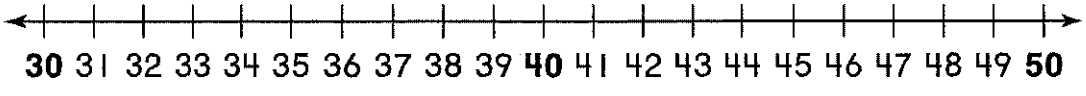
So, 34 − 27 = 7.

Count up to find the difference.

1. 41 − 37 = 4



2. 43 − 38 = 5



Name _____

COMMON CORE STANDARD CC.2.OA.1
Represent and solve problems involving addition and subtraction.

Problem Solving • Subtraction

Katie had a box of 42 craft sticks. She used 26 craft sticks to make a sailboat. How many craft sticks were not used?

Unlock the Problem

What do I need to find?

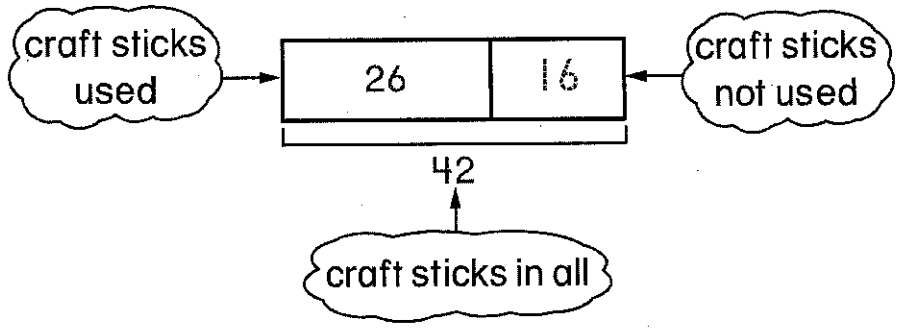
how many craft sticks were not used

What information do I need to use?

Katie had 42 craft sticks.

She used 26 craft sticks.

Show how to solve the problem.



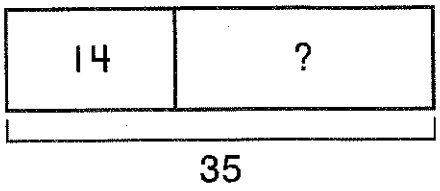
42 − 26 = ■

16 craft sticks

Write a number sentence with a ■ for the missing number. Solve.

Check children's work.

1. Ms. Lee took 35 purses to the fair. She sold 14 purses. How many purses does she have left?



35 − 14 = ■

21 purses

Name _____

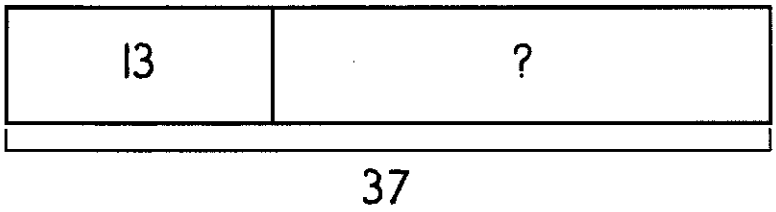
Lesson 5.10
Reteach

Algebra • Write Equations to Represent Subtraction

COMMON CORE STANDARD CC.2.OA.1
Represent and solve problems involving addition and subtraction.

37 birds were in the trees.
13 birds flew away.
How many birds are in the trees now?

The bar model shows the problem.



Use the bar model to write a number sentence.

37 − 13 = ■

Subtract to find the missing part.

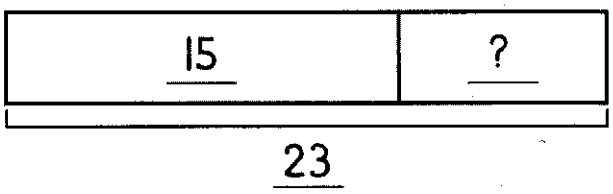
$$\begin{array}{r} 37 \\ -\ 13 \\ \hline 24 \end{array}$$

So, the answer is 24 birds.

Write a number sentence for the problem. Use a ■ for the missing number. Then solve.

Possible number sentence is given.

1. Gina has 23 pens. 15 pens are blue and the rest are red. How many pens are red?



23 − 15 = ■

8 red pens

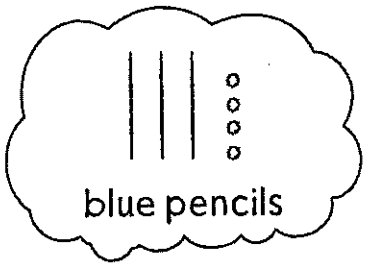
Name _____

Solve Multistep Problems

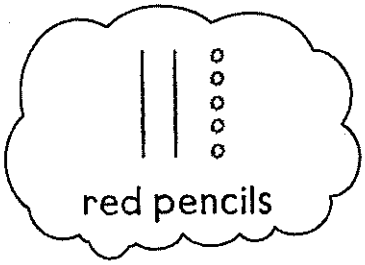
COMMON CORE STANDARD CC.2.OA.1
Represent and solve problems involving addition and subtraction.

Mr. Wright had 34 blue pencils and 25 red pencils. He gave 42 pencils to students. How many pencils does he have now?

The first sentence tells you what Mr. Wright had.

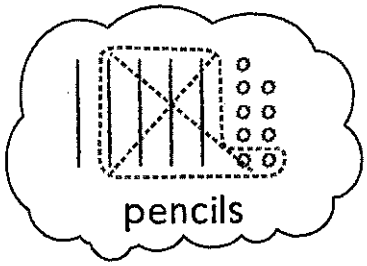


and



$$\begin{array}{r} 34 \\ +\ 25 \\ \hline 59 \end{array}$$

The second sentence tells you that he gave 42 of the pencils to students.



$$\begin{array}{r} 59 \\ -\ 42 \\ \hline 17 \end{array}$$

Mr. Wright has 17 pencils now.

Solve the problem in steps. Show what you did.

1. Kara had 37 stickers. She gave 11 stickers to Sam and 5 stickers to Jane. How many stickers does Kara have now?

Check children's work.

21 stickers