EUREKA MATH PUSD

formative learning assessment students

Exit Tickets

EXIT TICKET

GRADE 2
MODULE 5

Name _____   Date _____

Solve using the arrow way.

1. 440 + 220 = _____

2. 670 + _____ = 890

3. _____ + 765 = 945

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

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Name _____ Date _____

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

1. 760 − 500 = _____   880 − 600 = _____   990 − _____ = 590

2. 534 − 334 = _____   _____ − 500 = 356   736 − _____ = 136

Name _____   Date _____

Solve each set of problems using the arrow way.

1.

$440 + 300$

$360 + 440$

$440 + 380$

2.

$670 + 230$

$680 + 240$

$250 + 660$

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

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Name _____   Date _____

1. Solve using a simplifying strategy. Show your work if needed.

   830 – 530 = _____   830 – 750 = _____   830 – 780 = _____
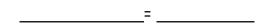
2. Solve.

   a. 67 tens – 30 tens = _____ tens. The value is _____.

   b. 67 tens – 37 tens = _____ tens. The value is _____.

   c. 67 tens – 39 tens = _____ tens. The value is _____.

Name _____   Date _____

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

    a. 390 + 210

         _____ = _____

    b. 798 + 57

         _____ = _____

2. Solve.

    53 tens + 38 tens = _____

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Name _____   Date _____

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

1. 363 − 198 = _____ = _____

2. 671 − 399 = _____ = _____

3. 862 − 490 = _____ = _____

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

6

Name _____   Date _____

Circle one of the strategies below, and use the circled strategy to solve 490 + 463.

a.	b. Solve:
arrow way / number bond	

c. Explain why you chose that strategy.

_____

_____

_____

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Name _____   Date _____

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

1. 378 + 113

2. 178 + 141

Name _____   Date _____

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

1. 375 + 197

2. 184 + 338

Name _____ Date _____

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

1. 436 + 509 = _____

2. 584 + 361 = _____

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

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Name _____   Date _____

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

1. 267 + 356 = _____

2. 623 + 279 = _____

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

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Name _____   Date _____

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

1. 467 + 298	Explanation: _____ _____ _____ _____
2. 300 + 524	Explanation: _____ _____ _____ _____

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

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Name _____ Date _____

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

1. 378 − 117 = _____

2. 378 − 119 = _____

3. 853 − 433 = _____

4. 853 − 548 = _____

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

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Name _____ Date _____

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

1. 375 − 280	Solve vertically or mentally:	Check:
2. 741 − 448	Solve vertically or mentally:	Check:

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

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Name _____   Date _____

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

1. 583 − 327	Solve vertically or mentally:	Check:
hundreds | tens | ones		

2. 721 − 485	Solve vertically or mentally:	Check:
hundreds | tens | ones		

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

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Name _____   Date _____

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

1. 604 – 143 = _____

hundreds	tens	ones

2. 700 – 568 = _____

hundreds	tens	ones

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

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Name _____   Date _____

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

1. 600 − 432 = _____

hundreds	tens	ones

2. 303 − 254 = _____

hundreds	tens	ones

Name _____　　Date _____

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

1. 400 − 265	Explanation:
2. 507 − 198	Explanation:

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

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Name _____   Date _____

Solve and explain why you chose that strategy.

1. 400 + 590 = _____	Explanation: _____ _____ _____ _____
2. 775 – 497 = _____	Explanation: _____ _____ _____ _____

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

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Name _____   Date _____

Solve each problem using two different strategies.

1. 299 + 156 = _____

a. First Strategy	b. Second Strategy

2. 547 + _____ = 841

a. First Strategy	b. Second Strategy