EUREKA MATH PUSD

A Story of Units

Pleasanton UNIFIED SCHOOL DISTRICT Mathematics Curriculum

Grade 2 • MODULE 5

Addition and Subtraction Within 1,000 with Word Problems to 100

PROBLEM SETS

Video tutorials: http://embarc.online

Info for parents: http://bit.ly/pusdmath

Version 3

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GRADE 2 • MODULE 5

Addition and Subtraction Within 1,000 with Word Problems to 100

Name _____ Date _____

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

a. 10 more than 175 is _____.

b. 100 more than 175 is _____.

c. 10 less than 175 is _____.

d. 100 less than 175 is _____.

e. 319 is 10 more than _____.

f. 499 is 100 less than _____.

g. _____ is 100 less than 888.

h. _____ is 10 more than 493.

i. 898 is _____ than 998.

j. 607 is _____ than 597.

k. 10 more than 309 is _____.

l. 309 is _____ than 319.

2. Complete each regular number pattern.

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

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

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

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

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

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

3. Complete each statement.

a. 389 $\xrightarrow{+10}$ _____ $\xrightarrow{+100}$ _____

b. 187 $\xrightarrow{-100}$ _____ $\xrightarrow{-10}$ _____

c. 609 $\xrightarrow{-10}$ _____ $\xrightarrow{-\_\_\_}$ 499 $\xrightarrow{+10}$ _____ $\xrightarrow{+\_\_\_}$ 519

d. 512 $\xrightarrow{-10}$ _____ $\xrightarrow{-10}$ _____ $\xrightarrow{+100}$ _____ $\xrightarrow{+100}$ _____ $\xrightarrow{+10}$ _____

4. Solve using the arrow way.

a. 212 + 106 = _____

b. 323 + _____ = 400

c. _____ + 511 = 732

Name _____ Date _____

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

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

   240 + 300 = _____

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

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

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

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

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

   a. 6 hundreds 2 ones – 4 hundreds = ____ hundreds ____ tens ____ ones

   602 – 400 = _____

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

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

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

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

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

   a. 200 more than 389 is _____.

   b. 300 more than _____ is 568.

   c. 400 less than 867 is _____.

   d. _____ less than 962 is 262.

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

Name _____ Date _____

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

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

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

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

3. Solve.

a. 66 tens + 20 tens = _____ tens

b. 66 tens + 24 tens = _____ tens

c. 66 tens + 27 tens = _____ tens

d. 67 tens + 28 tens = _____ tens

e. What is the value of 86 tens? _____

Name _____ Date _____

1. Solve using the arrow way.

a. 570 – 200 570 – 270 570 – 290
b. 760 – 400 760 – 460 760 – 480
c. 950 – 500 950 – 550 950 – 580
d. 820 – 320 820 – 360 820 – 390

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

a. 530 – 400 = _____	530 – 430 = _____	530 – 460 = _____
b. 950 – 550 = _____	950 – 660 = _____	950 – 680 = _____
c. 640 – 240 = _____	640 – 250 = _____	640 – 290 = _____
d. 740 – 440 = _____	740 – 650 = _____	740 – 690 = _____

3. Solve.

a. 88 tens – 20 tens = _____

b. 88 tens – 28 tens = _____

c. 88 tens – 29 tens = _____

d. 84 tens – 28 tens = _____

e. What is the value of 60 tens? _____

f. What is the value of 56 tens? _____

Name _____ Date _____

1. Solve.

   a. 30 tens = _____

   b. 43 tens = _____

   c. 18 tens + 12 tens = _____ tens

   d. 18 tens + 13 tens = _____ tens

   e. 24 tens + 19 tens = _____ tens

   f. 25 tens + 29 tens = _____ tens

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

   a. 190 + 130

   200 + 120 = _____

   b. 260 + 190

   _____ = _____

   c. 330 + 180

   _____ = _____

d. 440 + 280

_____ = _____

e. 199 + 86

_____ = _____

f. 298 + 57

_____ = _____

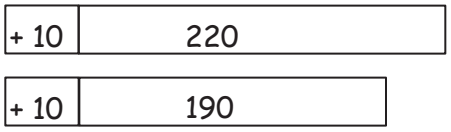
g. 425 + 397

_____ = _____

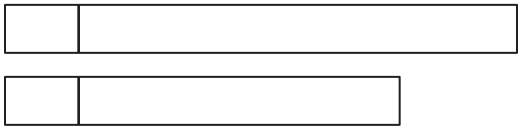
Name _____ Date _____

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

   a. 220 – 190 = 230 – 200 = _____



   b. 320 – 190 = _____ = _____



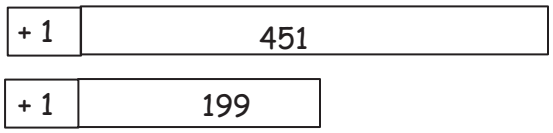
   c. 400 – 280 = _____ = _____

   d. 470 – 280 = _____ = _____

   e. 530 – 270 = _____ = _____

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

a. 451 – 199 = 452 – 200 = _____



Check:

b. 562 – 299 = _____ = _____

Check:

c. 432 – 298 = _____ = _____

Check:

d. 612 – 295 = _____ = _____

Check:

Name _____ Date _____

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

543 + 290 = 533 + 300 = 833 533 ^ 10	Explain the mistake in any of the incorrect solutions. _____ _____ _____ _____ _____
543 + 290 = 533 + 300 = 833 +10 | 543 +10 | 290	
543 +200→ 743 +60→ 803 +30→ 833	

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

721 – 490 = 711 – 500 = 211
711 ^ 10

+10 | 721
+10 | 490
731 – 500 = 231

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

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

636 +4→ 640 +60→ 700 +30→ 730 +200→ 930

636 + 294 = 630 + 300 = 930
630 6

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

_____

_____

_____

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

a.	b. Solve:
arrow way / number bond	

c. Explain why you chose that strategy.

_____

_____

_____

Name _____ Date _____

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

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

2. Solve using mental math, a simplifying strategy, or place value chart and place value disks.

   a. 300 + 200 = _____

   b. 320 + 200 = _____

   c. 320 + 230 = _____

   d. 320 + 280 = _____

   e. 328 + 286 = _____

   f. 600 + 80 = _____

   g. 600 + 180 = _____

   h. 620 + 180 = _____

   i. 680 + 220 = _____

   j. 680 + 230 = _____

Name _____ Date _____

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

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

2. Solve using mental math, a simplifying strategy, or a place value chart and place value disks.

   a. 270 + 430 = _____

   b. 260 + 440 = _____

   c. 255 + 445 = _____

   d. 258 + 443 = _____

   e. 408 + 303 = _____

   f. 478 + 303 = _____

   g. 478 + 323 = _____

Name _____ Date _____

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

hundreds	tens	ones

a. 117 + 170 = _____

hundreds	tens	ones

b. 217 + 173 = _____

hundreds	tens	ones

c. 371 + 133 = _____

hundreds	tens	ones

d. 504 + 269 = _____

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

a. 546 + 192 = _____

b. 546 + 275 = _____

Name _____ Date _____

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

hundreds	tens	ones

a. 227 + 183 = _____

hundreds	tens	ones

b. 424 + 288 = _____

hundreds	tens	ones

c. 638 + 298 = _____

hundreds	tens	ones

d. 648 + 289 = _____

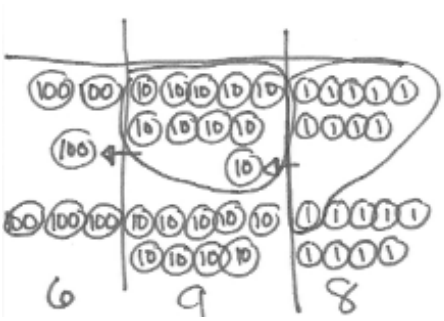
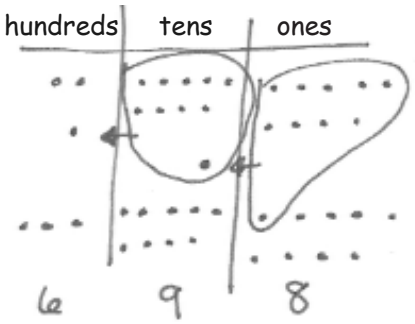
2. Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

a. 307 + 187

b. 398 + 207

Name _____ Date _____

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

299 +1→ 300 +98→ 398 +300→ 698	299 + 399 298 1 298 + 400 = 698
	

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

_____

_____

_____

_____

_____

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

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

Name _____ Date _____

1. Solve using mental math.

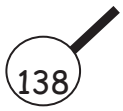
   a. 8 – 6 = _____ 80 – 60 = _____ 180 – 60 = _____ 180 – 59 = _____

   b. 6 – 3 = _____ 60 – 30 = _____ 760 – 30 = _____ 760 – 28 = _____

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

   a. 138 – 17 = 121

   b. 138 – 19 = _____



138	121
–17	+ 17
121	138

   c. 445 – 35 = _____

   d. 445 – 53 = _____

e. 863 – 170 = _____

f. 845 – 152 = _____

g. 472 – 228 = _____

h. 418 – 274 = _____

i. 567 – 184 = _____

j. 567 – 148 = _____

Name _____ Date _____

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

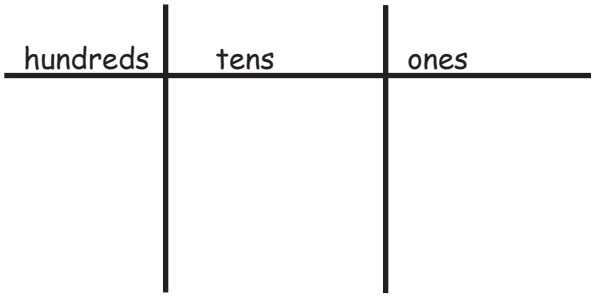
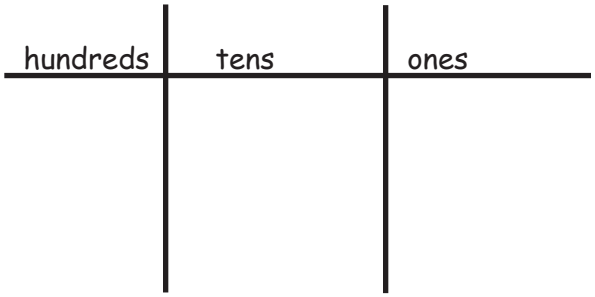
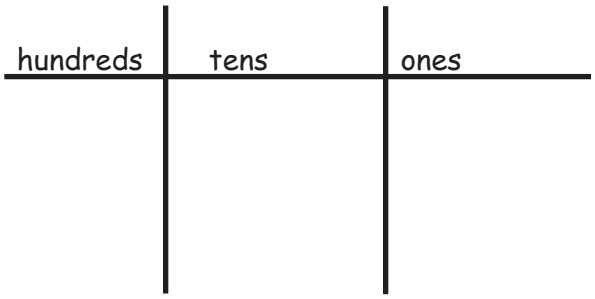
a. 469 – 170	Solve vertically or mentally:	Check:
b. 531 – 224	Solve vertically or mentally:	Check:
c. 618 – 229	Solve vertically or mentally:	Check:

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

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

Name _____ Date _____

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

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

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

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

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

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

Name _____ Date _____

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

a. 304 – 53 = _____

hundreds	tens	ones

b. 406 – 187 = _____

hundreds	tens	ones

c. 501 – 316 = _____

hundreds	tens	ones

d. 700 – 509 = _____

hundreds	tens	ones

e. 900 – 626 = _____

hundreds	tens	ones

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

Name _____ Date _____

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

a. 200 – 113 = _____

hundreds	tens	ones

b. 400 – 247 = _____

hundreds	tens	ones

c. 700 – 428 = _____

hundreds	tens	ones

d. 800 – 606 = _____

hundreds	tens	ones

e. 901 – 404 = _____

hundreds	tens	ones

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

Solution:	Check:

Name _____ Date _____

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

a. 300 – 247	b. 600 – 465

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

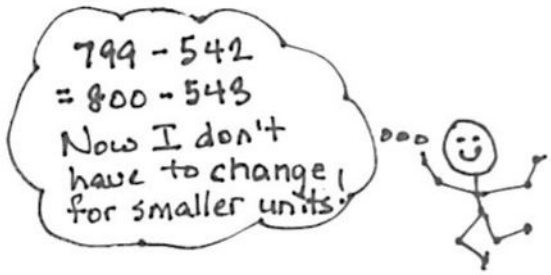
a. 507 – 359	b. 708 – 529

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

a. 600 – 437	Explanation:

b. 808 – 597	Explanation:

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



800
- 543

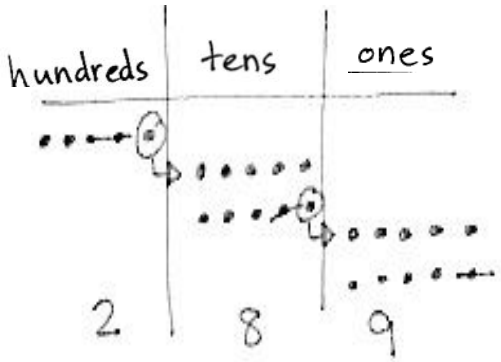
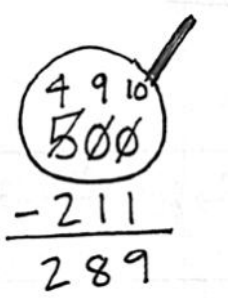
799
- 542

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

a. 600 – 547	b. 700 – 513

Name _____ Date _____

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

a.	b.
	

2. Solve and explain why you chose that strategy.

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

Name _____ Date _____

Step 1: Show your strategy to solve.
Step 2: Find a classmate who used a different strategy, and copy his work into the box.
Step 3: Discuss which strategy is more efficient.

1. 399 + 237 = _____

a. My strategy	b. _____'s strategy

2. 400 – 298 = _____

a. My strategy	b. _____'s strategy

3. 548 + 181 = _____

a. My strategy	b. _____'s strategy

4. 360 + _____ = 754

a. My strategy	b. _____'s strategy

5. 862 – _____ = 690

a. My strategy	b. _____'s strategy

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