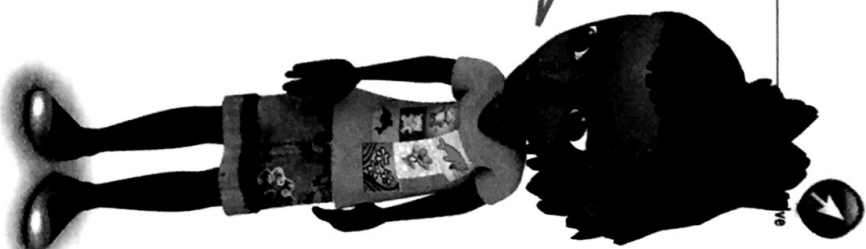


Name \_\_\_\_\_

# Solve & Share

How can you use the hundred chart to help you solve  $32 + 43$ ? Explain. Write an addition equation to show the sum.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Step Up to Grade 2

### Lesson 3

#### Add on a Hundred Chart

**I can ...**  
add two-digit numbers to two-digit numbers using a hundred chart.

© **Content Standards** 2.NBT.B.5, 2.NBT.B.9  
**Mathematical Practices** MP.4, MP.7, MP.8

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

You can add on a hundred chart.  
Find  $54 + 18$ .

Start at 54.

You need to add the tens from 18. Move down 1 row to show 1 ten.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

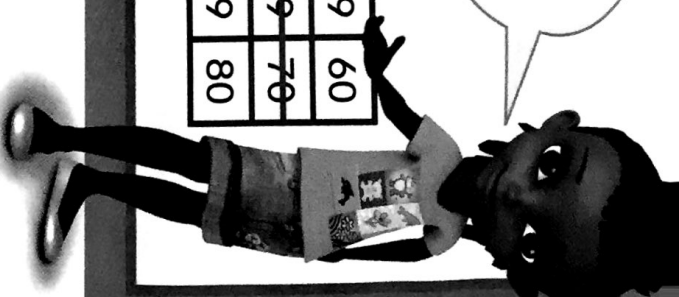


Now add the ones.

You're already at 64.

Now move ahead 8 to show 8 ones. You need to go to the next row to add them all. So,  $54 + 18 = 72$ .

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
<del>71</del>	<del>72</del>	73	74	75	76	77	78	79	80



### Do You Understand?

Show Me! How can you use a hundred chart to add 35 and 24?

### ☆ Guided Practice

Add using the hundred chart. Draw arrows on the chart if needed.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1.  $14 + 32 = 46$

2.  $22 + 14 =$  \_\_\_\_\_

3. \_\_\_\_\_ =  $11 + 20$

4.  $16 + 33 =$  \_\_\_\_\_

# Independent Practice

Add using the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5.  $23 + 44 = \underline{\hspace{2cm}}$

6.  $\underline{\hspace{2cm}} = 17 + 51$

7.  $28 + 21 = \underline{\hspace{2cm}}$

8.  $16 + 62 = \underline{\hspace{2cm}}$

9.  $33 + 38 = \underline{\hspace{2cm}}$

10.  $29 + 37 = \underline{\hspace{2cm}}$

11.  $\underline{\hspace{2cm}} = 31 + 17$

**12. Higher Order Thinking** Write the digit that makes each equation true.

$$52 + 2 \square = 75$$

$$1 \square + 81 = 97$$

$$38 + \square 1 = 59$$

**13. MP.7 Look for Patterns** Jada has 37 buttons. Mary has 58 buttons. How many buttons do they have in all?  
 \_\_\_\_\_ buttons

**14. MP.7 Look for Patterns** Matt has 40 buttons. Nick has 21 more buttons than Matt. How many buttons does Nick have?  
 \_\_\_\_\_ buttons

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**15. Higher Order Thinking** 53 plus what number equals 84? Write the steps you take on a hundred chart to find out.

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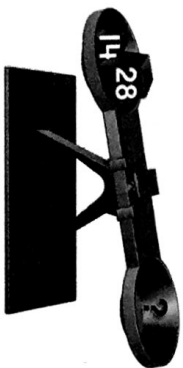


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**16. Assessment** Which weights will balance the weights already on the scale?



(A) (B)

(C) (D)

Name \_\_\_\_\_

### Solve & Share

Leslie collects 36 rocks. Her brother collects 27 rocks. How many rocks do they collect in all? Use cubes to help you solve. Draw your cubes. Tell if you need to regroup.

	Tens	Ones
+	□	

**Regroup?**  
Yes No



## Step Up to Grade 2

### Lesson 4 Models to Add 2-Digit Numbers

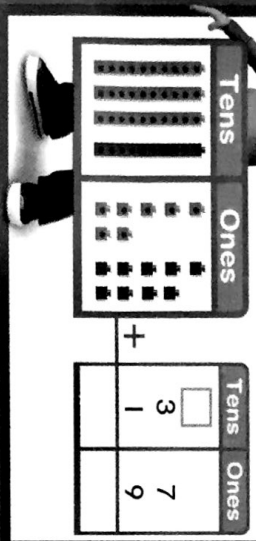
**I can ...**  
use models to add 2 two-digit numbers and then explain my work.

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2.NBT.B.9  
**Mathematical Practices** MP.4,  
MP.5, MP.6



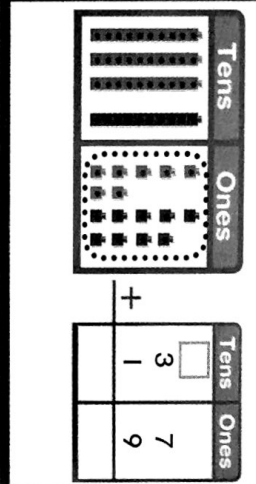
Let's add!  $37 + 19 = ?$

Show 37.  
Then show 19.

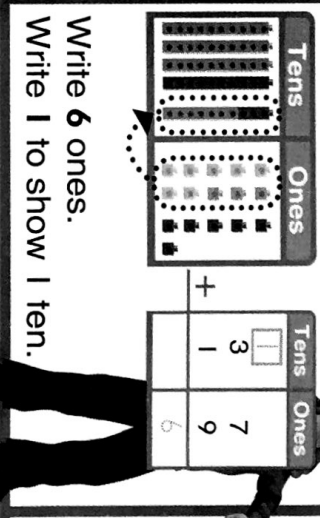


Add the ones.

$7 \text{ ones} + 9 \text{ ones} = 16 \text{ ones}$



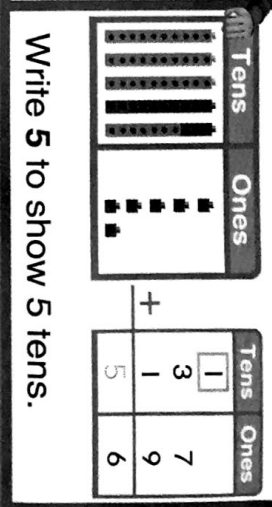
There are 16 ones.  
Regroup 16 ones as  
1 ten and 6 ones.



Write 6 ones.  
Write 1 to show 1 ten.

Add the tens.

$3 \text{ tens} + 1 \text{ ten} = 4 \text{ tens}$   
 $4 \text{ tens} + 1 \text{ ten} = 5 \text{ tens}$



Write 5 to show 5 tens.

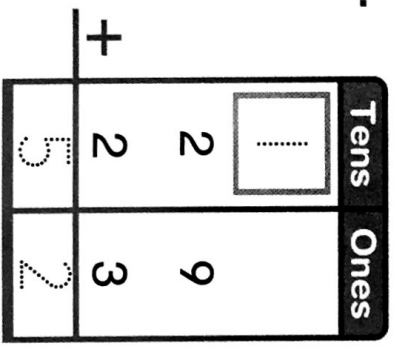
**Do You Understand?**

Show Me! When do you have to regroup when adding?

**Guided Practice**

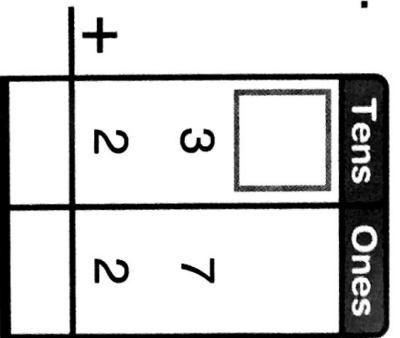
Add. Use connecting cubes and your workmat. Did you need to regroup? Circle Yes or No.

1.



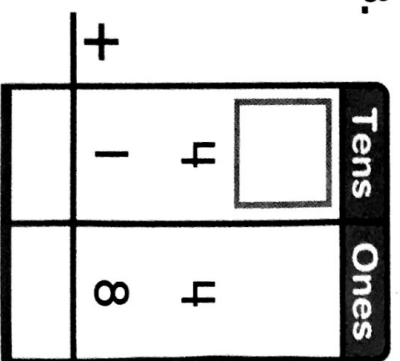
Yes No

2.



Yes No

3.



Yes No

**Independent Practice**

Add. Use connecting cubes and your workmat.

4.

Tens	Ones
<input type="text"/>	<input type="text"/>
2	7
5	5

5.

Tens	Ones
<input type="text"/>	<input type="text"/>
1	9
3	2

6.

Tens	Ones
<input type="text"/>	<input type="text"/>
4	3
1	7

7.

Tens	Ones
<input type="text"/>	<input type="text"/>
1	4
2	1

8.

Tens	Ones
<input type="text"/>	<input type="text"/>
3	1
4	9

9.

Tens	Ones
<input type="text"/>	<input type="text"/>
5	6
3	3

10.

Tens	Ones
<input type="text"/>	<input type="text"/>
5	7
1	5

11.

Tens	Ones
<input type="text"/>	<input type="text"/>
6	5
1	6

12.

Tens	Ones
<input type="text"/>	<input type="text"/>
3	9
1	8

13.

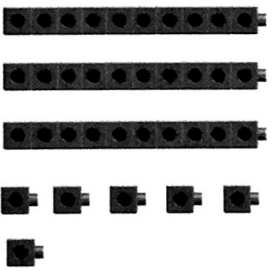
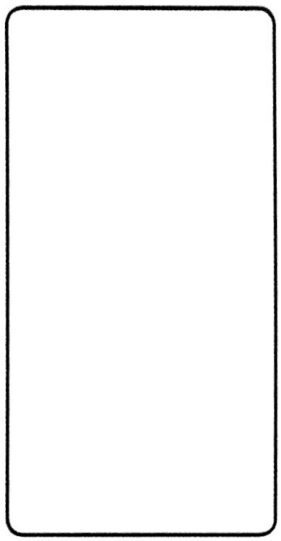
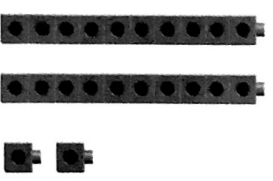
Tens	Ones
<input type="text"/>	<input type="text"/>
1	2
5	6

**14. Higher Order Thinking** Draw the second addend.

First Addend

Second Addend

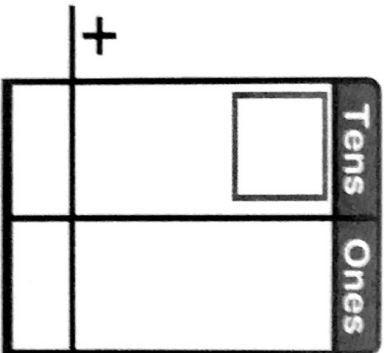
Sum



# Math Practices and Problem Solving

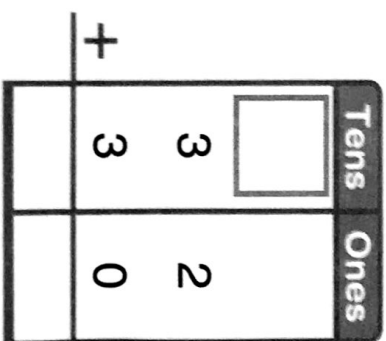
Solve the problems below.

15. **MP.5 Use Tools** Trent builds a fort with 28 blocks. Ryan uses 26 blocks to make it bigger. How many blocks are used in all?



\_\_\_\_\_ blocks

16. **MP.5 Use Tools** Greg counts 32 buttons. Then he counts 30 more. How many buttons does Greg count in all?



\_\_\_\_\_ buttons

17. **Higher Order Thinking** Write an addition story about the notebooks and pencils in your classroom. Use pictures, numbers, or words.

18. **Assessment** Maria has 33 pennies. Her mom gives her 19 pennies and 7 nickels. How many pennies does Maria have now?

- A 41                       B 49  
 C 51                       D 52



Name \_\_\_\_\_

Solve

# Solve & Share

How can you use the hundred chart to help you solve  $57 - 23$ ? Explain. Write a subtraction equation.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Step Up to Grade 2

### Lesson 5

#### Subtract on a Hundred Chart

**I can ...**  
subtract two-digit numbers from two-digit numbers using a hundred chart.

© Content Standards 2.NBT.B.5,  
2.NBT.B.9  
Mathematical Practices MP.2,  
MP.4, MP.7, MP.8

Find  $43 - 28$  using a hundred chart.

I need to find the difference between 28 and 43.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Start at 28. Count to the next number that matches the ones in 43.

Count by ones! I counted 5 ones to get from 28 to 33.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Count by tens to 43.

That's 1 ten, or 10 more.

I added 5 and 10. That makes 15.

$$28 + 15 = 43$$

$$\text{So, } 43 - 28 = 15.$$

### Do You Understand?

**Show Me!** How can you use a hundred chart to find the difference between 18 and 60?

### ☆ Guided Practice

Subtract using the hundred chart. Draw arrows if you need to.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

1.  $58 - 24 =$  34

2.  $41 - 21 =$  \_\_\_\_\_

3. \_\_\_\_\_ =  $53 - 32$

4.  $64 - 23 =$  \_\_\_\_\_

## Independent Practice

Subtract using the hundred chart. Draw arrows if you need to.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5.  $86 - 34 = \underline{\quad}$

6.  $\underline{\quad} = 77 - 42$

7.  $55 - 22 = \underline{\quad}$

8.  $88 - 51 = \underline{\quad}$

9.  $73 - 21 = \underline{\quad}$

10.  $\underline{\quad} = 98 - 56$

11.  $82 - 61 = \underline{\quad}$

- 12. Higher Order Thinking** Write the digit that makes each equation true.

$57 - \square = 2 = 15$

$7 \square - 36 = 42$

$48 - \square = 1 = 17$

$98 - 37 = \square = 1$

$56 - \square = 2 = 34$

$89 - \square = 3 = 26$

13. Enrico's puzzle has 75 pieces.

Enrico fits 53 pieces together.

How many more pieces does Enrico still need to fit together to complete the puzzle?


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

pieces

14. **MP.2 Reasoning** A book has 65 pages.

Gloria needs to read 22 more pages to finish the book.

How many pages has Gloria read already?  $\underline{\quad}$



41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

15. **Higher Order Thinking** Felix wants to

subtract  $89 - 47$ . Write the steps Felix can take to subtract 47 from 89 on the hundred chart.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. **Assessment** Lee has 98 marbles.

23 of the marbles are blue.

14 marbles are green.

The rest of the marbles are red.

How many marbles are red?

- (A) 37
- (B) 61
- (C) 75
- (D) 84

Name \_\_\_\_\_

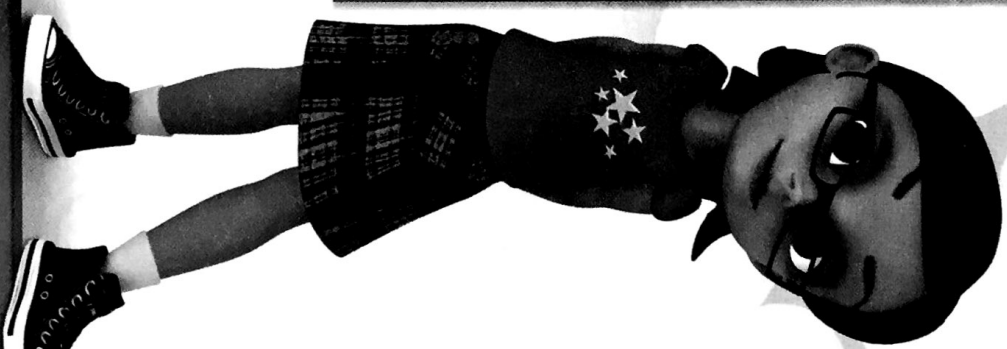
# Solve & Share

There are 22 students drawing pictures. 4 of them finish drawing. How many students are still drawing? Use cubes to help you solve. Show the tens and ones you have.

Tens	Ones

\_\_\_\_\_ tens      \_\_\_\_\_ ones

$$22 - 4 = \underline{\quad}$$



Solve

## Step Up to Grade 2

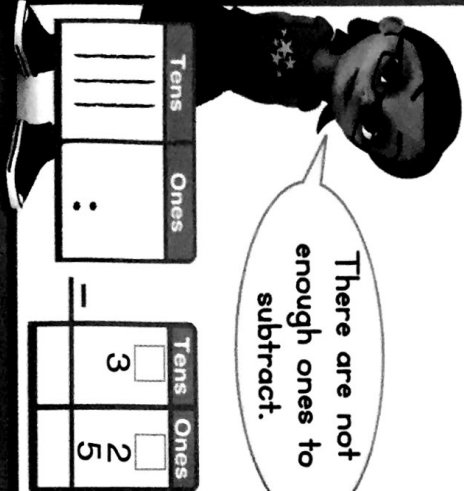
### Lesson 6 Models to Subtract 2-Digit and 1-Digit Numbers

**I can ...**  
use a model to subtract a 1-digit number from a 2-digit number.

**Content Standards** 2.NBT.B.5, 2.NBT.B.9  
**Mathematical Practices** MP.2, MP.3, MP.4, MP.5

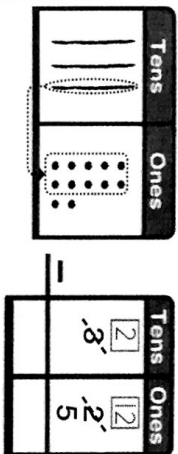
Find  $32 - 5$ .

There are not enough ones to subtract.

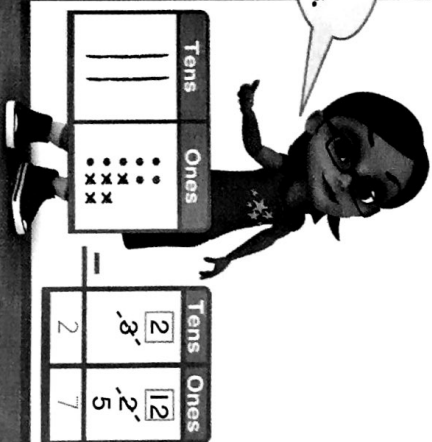


Regroup 1 ten as 10 ones.

Write 2 to show 2 tens. Write 12 to show 12 ones.

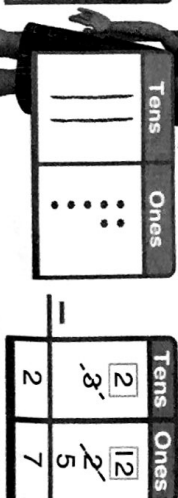


Subtract the ones. Then subtract the tens.



There are 2 tens and 7 ones left.

So,  $32 - 5 = 27$ .



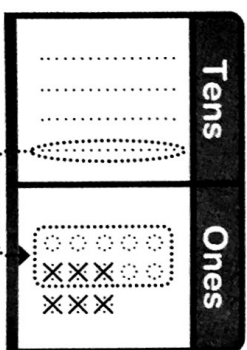
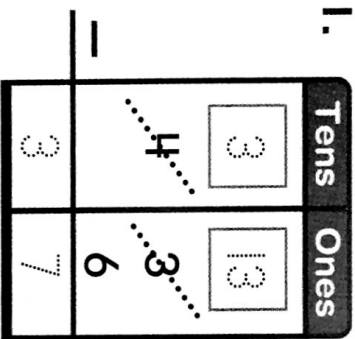
### Do You Understand?

Show Me! Why do you need to regroup when you subtract  $32 - 5$ ?

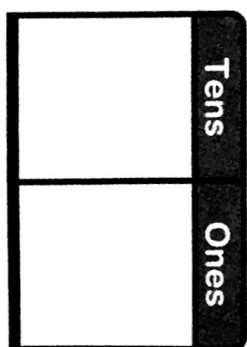
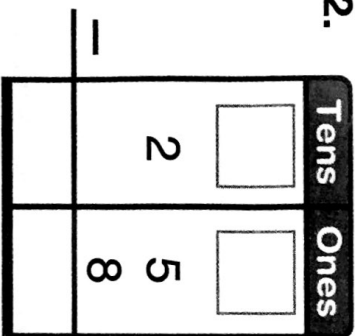
### ☆ Guided Practice

Subtract. Draw place-value blocks to show your work. Regroup if you need to.

1.



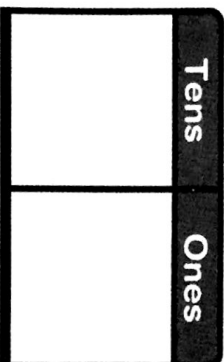
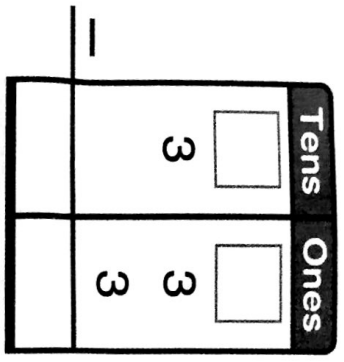
2.



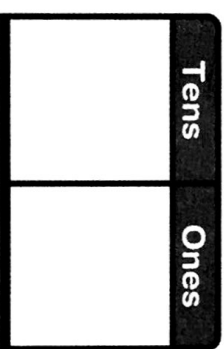
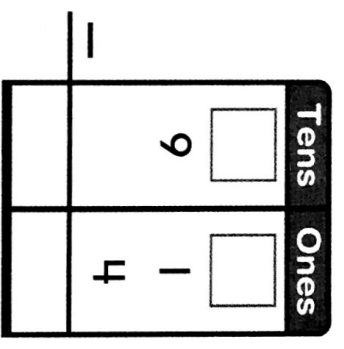
**Independent Practice**

Subtract. Draw place-value blocks to show your work. Regroup if you need to.

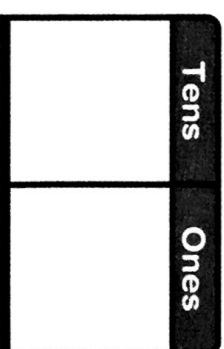
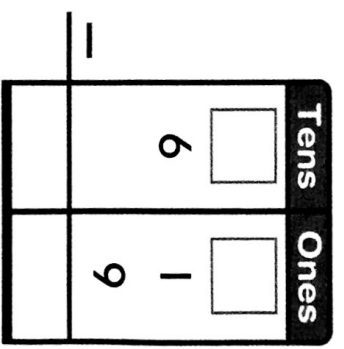
3.



4.



5.



Write the missing number in the box.

6. **Higher Order Thinking** What numbers will complete the subtraction equations?

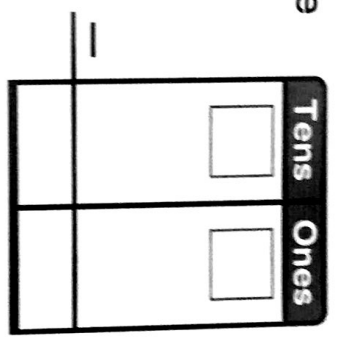
$$\square - 9 = 17$$

$$43 - \square = 37$$

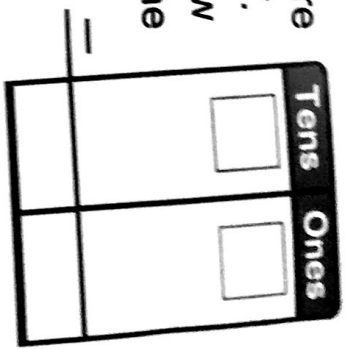
# Math Practices and Problem Solving

Solve the problems below.

7. **MP.2 Reasoning** There are 14 students playing with blocks. 9 students go home. How many students are still playing with blocks?  
 \_\_\_\_\_ students

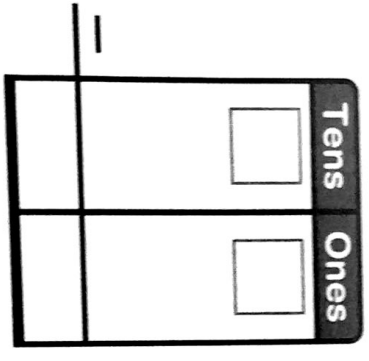


8. **MP.2 Reasoning** There are 13 books on the shelf. Amy takes 2 of them. How many books are left on the shelf?  
 \_\_\_\_\_ books



9. **Higher Order Thinking** What mistake did Monica make when she subtracted  $24 - 4$ ? Show how to fix her mistake.

$$\begin{array}{r} 24 \\ - 4 \\ \hline 10 \end{array}$$




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10. **Assessment** Liesel collected 36 leaves. She put some of them in a book. She had 9 leaves left. How many leaves did she put in the book?

- (A) 27
- (B) 37
- (C) 28
- (D) 45