Grade 2 • MODULE 5

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

HOMEWORK

2

GRADE

Mathematics Curriculum

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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 222 is _____.   b. 100 more than 222 is _____.

    c. 10 less than 222 is _____.   d. 100 less than 222 is _____.

    e. 515 is 10 more than _____.   f. 299 is 100 less than _____.

    g. _____ is 100 less than 345.   h. _____ is 10 more than 397.

    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. 280, 290, _____, _____, _____, 330

    b. 530, 520, 510, _____, _____, _____

    c. 643, 543, _____, _____, _____, 143

    d. 681, 691, _____, _____, _____, 731

    e. 427, _____, _____, _____, 387, 377

    f. _____, _____, _____, 788, 778, 768

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

3. Complete each statement.

   a. $235 \xrightarrow{+10}$ _____ $\xrightarrow{+100}$ _____

   b. $391 \xrightarrow{-100}$ _____ $\xrightarrow{-10}$ _____

   c. $417 \xrightarrow{-10}$ _____ $\xrightarrow{-\underline{}}$ _____ $\xrightarrow{-100}$ 297

   d. $311 \xrightarrow{-10}$ _____ $\xrightarrow{-10}$ _____ $\xrightarrow{+100}$ _____ $\xrightarrow{+100}$ _____ $\xrightarrow{+10}$ _____

4. Solve using the arrow way.

   a. 376 + 103 = _____

   b. 290 + _____ = 400

   c. _____ + 712 = 852

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. 4 hundreds 5 tens + 2 hundreds = _____ hundreds _____ tens

      450 + 200 = _____

   b. 220 + 300 = _____   230 + 500 = _____   200 + 440 = _____

   c. 400 + 368 = _____   386 + 500 = _____   700 + 239 = _____

   d. 119 + _____ = 519   _____ + 272 = 872   62 + _____ = 562

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. 5 hundreds 8 ones − 3 hundreds = _____ hundreds _____ tens _____ ones

      508 − 300 = _____

   b. 430 − 200 = _____   550 − 300 = _____   860 − _____ = 360

   c. 628 − 200 = _____   718 − 500 = _____   836 − 400 = _____

   d. 553 − _____ = 153   981 − _____ = 381   827 − _____ = 27

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Lesson 2:   Add and subtract multiples of 100, including counting on to subtract.

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

   a. 300 more than 215 is _____.

   b. 300 more than _____ is 668.

   c. 500 less than 980 is _____.

   d. _____ less than 987 is 487.

   e. 600 _____ than 871 is 271.

   f. 400 _____ than 444 is 844.

Lesson 2:   Add and subtract multiples of 100, including counting on to subtract.

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Name _____ Date _____

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

a.

260 + 200

260 + 240

260 + 250

b.

320 + 400

320 + 480

320 + 490

c.

550 + 200

550 + 250

550 + 270

d.

230 + 400

230 + 470

230 + 490

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

a. 320 + 200 = _____	280 + 320 = _____	290 + 320 = _____
b. 130 + 500 = _____	130 + 560 = _____	130 + 580 = _____
c. 360 + 240 = _____	350 + 270 = _____	380 + 230 = _____
d. 260 + 250 = _____	270 + 280 = _____	280 + 250 = _____
e. 440 + 280 = _____	660 + 160 = _____	770 + 150 = _____

3. Solve.

   a. 34 tens + 20 tens = _____tens   b. 34 tens + 26 tens = _____tens

   c. 34 tens + 27 tens = _____tens   d. 34 tens + 28 tens = _____tens

   e. What is the value of 62 tens? _____

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Name _____ Date _____

1. Solve using the arrow way.

a.
430 − 200
430 − 230
430 − 240

b.
570 − 300
570 − 370
570 − 390

c.
750 − 400
750 − 450
750 − 480

d.
940 − 330
940 − 360
940 − 480

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Lesson 4: Subtract multiples of 100 and some tens within 1,000.

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

a. 330 – 200 = _____	330 – 230 = _____	330 – 260 = _____
b. 440 – 240 = _____	440 – 260 = _____	440 – 290 = _____
c. 860 – 560 = _____	860 – 570 = _____	860 – 590 = _____
d. 970 – 470 = _____	970 – 480 = _____	970 – 490 = _____

3. Solve.

   a. 66 tens – 30 tens = _____   b. 66 tens – 36 tens = _____

   c. 66 tens – 38 tens = _____   d. 67 tens – 39 tens = _____

   e. What is the value of 28 tens? _____

   f. What is the value of 36 tens? _____

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Name _____   Date _____

1. Solve.

a. 32 tens = _____   b. 52 tens = _____

c. 19 tens + 11 tens = _____ tens   d. 19 tens + 13 tens = _____ tens

e. 28 tens + 23 tens = _____ tens   f. 28 tens + 24 tens = _____ tens

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

a. 90 + 180

          10   170

      ___100 + 170___ = _____

b. 190 + 460

      _____ = _____

EUREKA MATH™   **Lesson 5:**   Use the associative property to make a hundred in one addend.

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c. 540 + 280

_____ = _____

d. 380 + 430

_____ = _____

e. 99 + 141

_____ = _____

f. 75 + 299

_____ = _____

g. 795 + 156

_____ = _____

Lesson 5:   Use the associative property to make a hundred in one addend.

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. 340 − 190 = ___350 − 200___ = _____

+ 10	340
+ 10	190

   b. 420 − 190 = _____ = _____

   c. 500 − 280 = _____ = _____

   d. 650 − 280 = _____ = _____

   e. 740 − 270 = _____ = _____

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

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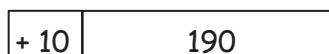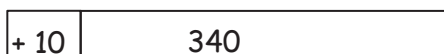
2. Draw and label a tape diagram to show how to simplify the problem. Write a new number sentence, and then subtract. Check your work using addition.

a. 236 − 99 = ____237 − 100____ = _____

	Check:
+ 1 | 236 + 1 | 99	

b. 372 − 199 = _____ = _____

	Check:

c. 442 − 298 = _____ = _____

	Check:

d. 718 − 390 = _____ = _____

	Check:

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

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Name _____   Date _____

1. Solve each problem with a written strategy such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

a. 370 + 300 = _____	b. _____ = 562 – 200	c. _____ + 500 = 812
d. 230 - 190 = _____	e. _____= 640 – 180	f. 450 - 290 = _____

2. Use the arrow way to complete the number sentences.

a. 420 - 230 = _____	b. 340 - 160 = _____	c. 710 – 350 = _____

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Lesson 7: Share and critique solution strategies for varied addition and subtraction problems within 1,000.

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3. Solve 667 + 295 using two different strategies.

a.	b.

c. Explain which strategy is easier to use when solving and why.

_____

_____

_____

4. Circle one of the strategies below, and use the circled strategy to solve 199 + 478.

a.	b. Solve:
arrow way / number bond	

c. Explain why you chose that strategy.

_____

_____

_____

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Lesson 7:   Share and critique solution strategies for varied addition and
             subtraction problems within 1,000.

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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. 505 + 75	b. 606 + 84
c. 293 + 114	d. 314 + 495
e. 364 + 326	f. 346 + 234
g. 384 + 225	h. 609 + 351

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

a. 200 + 400 = _____

b. 220 + 400 = _____

c. 220 + 440 = _____

d. 220 + 480 = _____

e. 225 + 485 = _____

f. 500 + 60 = _____

g. 500 + 160 = _____

h. 540 + 160 = _____

i. 560 + 240 = _____

j. 560 + 250 = _____

Name _____ Date _____

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

a. 205 + 345	b. 365 + 406
c. 446 + 334	d. 466 + 226
e. 537 + 243	f. 358 + 443
g. 753 + 157	h. 663 + 258

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

    a. 180 + 420 = _____

    b. 190 + 430 = _____

    c. 364 + 236 = _____

    d. 275 + 435 = _____

    e. 404 + 206 = _____

    f. 440 + 260 = _____

    g. 444 + 266 = _____

Name _____   Date _____

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

hundreds	tens	ones

a. 124 + 260 = _____

hundreds	tens	ones

b. 426 + 324 = _____

hundreds	tens	ones

c. 362 + 243 = _____

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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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hundreds	tens	ones

d. 606 + 294 = _____

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

a. 372 + 118 = _____

b. 248 + 233 = _____

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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 _____

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

hundreds	tens	ones

a. 167 + 224 = _____

hundreds	tens	ones

b. 518 + 245 = _____

hundreds	tens	ones

c. 482 + 369 = _____

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

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hundreds	tens	ones

d. 638 + 298 = _____

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

a. 456 + 378

b. 187 + 567

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

Name _____   Date _____

1. Solve 435 + 290 using two different strategies.

a.	b.

Explain which strategy would be easier and why.

_____

_____

_____

_____

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

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

a. 299 + 458	Explanation: _____ _____ _____ _____
b. 733 + 210	Explanation: _____ _____ _____ _____
c. 295 + 466	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 _____

1. Solve using mental math.

   a. 9 – 5 = _____   90 – 50 = _____   190 – 50 = _____   190 – 49 = _____

   b. 7 – 4 = _____   70 – 40 = _____   370 – 40 = _____   370 – 39 = _____

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

   a. 153 – 31 = __122__

```
 (153)        122
  −31        + 31
  122         153
```

   b. 153 – 38 = _____

   c. 362 – 49 = _____

   d. 485 – 177 = _____

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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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e. 753 – 290 = _____

f. 567 – 290 = _____

g. 873 – 428 = _____

h. 817 – 565 = _____

i. 973 – 681 = _____

j. 748 – 239 = _____

3. Complete the number sentence modeled by place value disks.

_____ – _____ = 215

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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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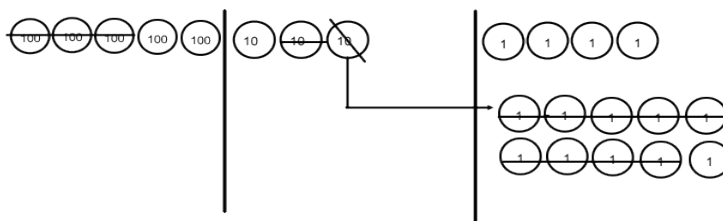
Name _____   Date _____

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

a. 373 – 180	Solve vertically or mentally:	Check:
b. 463 – 357	Solve vertically or mentally:	Check:
c. 723 – 584	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.

d. 861 − 673	Solve vertically or mentally:	Check:
e. 898 − 889	Solve vertically or mentally:	Check:

2. If 544 + 366 = 910, then 910 − 544 = 366. Explain why this statement is true using numbers, pictures, or words.

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.

Name _____ Date _____

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

a. 800 − 675	Solve vertically or mentally:	Check:
hundreds | tens | ones		

b. 742 − 495	Solve vertically or mentally:	Check:
hundreds | tens | ones		

c. 657 − 290	Solve vertically or mentally:	Check:
hundreds | tens | ones		

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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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d. 877 − 398 hundreds ⎮ tens ⎮ ones	Solve vertically or mentally:	Check:
e. 941 − 628 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 **928** − _____ = **519**, then **519 + 409** = _____.

   b. If **764** − _____ = **391**, then _____ + **391** = **764**.

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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 _____

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

    a. 206 − 89 = _____

hundreds	tens	ones

    b. 509 − 371 = _____

hundreds	tens	ones

    c. 607 − 288 = _____

hundreds	tens	ones

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

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d. 800 − 608 = _____

hundreds	tens	ones

e. 900 − 572 = _____

hundreds	tens	ones

2. Andy said that 599 − 456 is the same as 600 − 457. Write an explanation using pictures, numbers, or words to prove Andy is correct.

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

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Name _____   Date _____

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

   a. 200 − 123 = _____

hundreds	tens	ones

   b. 400 − 219 = _____

hundreds	tens	ones

   c. 700 − 542 = _____

hundreds	tens	ones

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Lesson 17:   Subtract from multiples of 100 and from numbers with zero in the tens place.

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d. 800 − 409 = _____

hundreds	tens	ones

e. 905 − 606 = _____

hundreds	tens	ones

2. Solve 800 − 567. Then, check your work using addition.

Solution:	Check:

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Lesson 17:   Subtract from multiples of 100 and from numbers with zero in the
tens place.

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Name _____   Date _____

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

a. 700 − 462	b. 900 − 232

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

a. 907 − 467	b. 803 − 667

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

a. 700 − 390	Explanation:

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

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b. 919 – 657	Explanation:

4. Explain why 300 − 186 is the same as 299 − 185.

Explanation:

5. Solve 500 − 278 using the simplifying strategy from Problem 4.

Solution:

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

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Name _____ Date _____

1. Solve and explain why you chose that strategy.

a. 340 + 250 = _____	Explanation: _____ _____ _____ _____
b. 490 + 350 = _____	Explanation: _____ _____ _____ _____
c. 519 + 342 = _____	Explanation: _____ _____ _____ _____

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

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d. 610 + _____ = 784	Explanation: _____ _____ _____ _____
e. 700 – 456 = _____	Explanation: _____ _____ _____ _____
f. 904 – 395 = _____	Explanation: _____ _____ _____ _____

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

Name _____   Date _____

Solve each problem using two different strategies.

1. 456 + 244 = _____

a. First Strategy	b. Second Strategy

2. 698 + _____ = 945

a. First Strategy	b. Second Strategy

Circle a strategy to solve and explain why you chose that strategy.

3. 257 + 160 = _____

a. *Arrow way or vertical form*

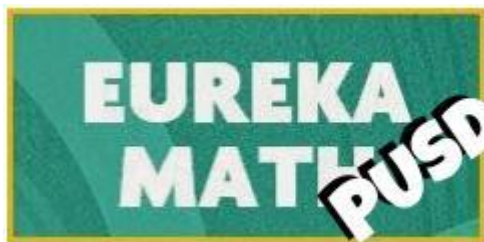| b. Solve:	c. Explanation:
	_____
	_____
	_____
	_____
	_____

4. 754 – 597 = _____

a. *Number bond or arrow way*

b. Solve:	c. Explanation:
	_____
	_____
	_____
	_____
	_____

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Lesson 20:   Choose and explain solution strategies and record with a written addition or subtraction method.

Video tutorials: http://bit.ly/eurekapusd
Info for parents: http://bit.ly/pusdmath