

North Penn School District
Elementary Math Parent Letter

Grade 2

Unit 3 – Chapter 5: 2-Digit Subtraction

Examples for each lesson

Lesson 5.1

**Algebra • Break Apart
Ones to Subtract**

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

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

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

Lesson 5.2

**Algebra • Break Apart
Numbers to Subtract**

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

Use the number line to subtract the three parts.

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

Lesson 5.3

Model Regrouping for Subtraction

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.

More information on this strategy is available on Animated Math Model #29.

Lesson 5.4

Model and Record 2-Digit Subtraction

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

Subtract.

$$\begin{array}{r} 54 \\ - 15 \\ \hline \end{array}$$

Are there enough ones to subtract 5? no

Regroup 1 ten as 10 ones.

Write the new number of tens and ones.

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.

More information on this strategy is available on Animated Math Model #30.

Lesson 5.5

2-Digit Subtraction

Subtract. $54 - 28$

Are there enough ones to subtract 8? no

Regroup 1 ten as 10 ones.

Write the new number of tens and ones.

Subtract the ones.

14 ones - 8 ones = 6 ones

Write that number in the ones place.

Subtract the tens.

4 tens - 2 tens = 2 tens

Write that number in the tens place.

More information on this strategy is available on Animated Math Model #31.

Lesson 5.6

Practice 2-Digit Subtraction

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
<p>More ones are needed. Regroup 8 tens 0 ones as 7 tens 10 ones.</p> $\begin{array}{r l} 7 & 10 \\ \hline 8 & 0 \\ -6 & 1 \\ \hline & \end{array}$	<p>Subtract in the ones column.</p> $\begin{array}{r l} 7 & 10 \\ \hline 8 & 0 \\ -6 & 1 \\ \hline & 9 \end{array}$	<p>Subtract in the tens column.</p> $\begin{array}{r l} 7 & 10 \\ \hline 8 & 0 \\ -6 & 1 \\ \hline \dots & 9 \end{array}$

More information on this strategy is available on Animated Math Model #32.

Lesson 5.7

Rewrite 2-Digit Subtraction

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

$62 - 38 = ?$

Rewrite 62 first.

62

Tens	Ones
6	2
-	

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.

Then rewrite 38.

38

Tens	Ones
3	8
-	

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.

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

Subtract. Write the difference.

Tens	Ones
5	2
6	2
3	8
-	
2	4

More information on this strategy is available on Animated Math Model #33.

Lesson 5.8

Add to Find Differences

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, $34 - 27 = \underline{7}$.

Lesson 5.9

Problem Solving • Subtraction

Represent and solve problems involving addition and 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? <u>how many craft sticks</u> were not used	What information do I need to use? Katie had <u>42 craft sticks</u> . She used <u>26 craft sticks</u> .
Show how to solve the problem. $42 - 26 = \blacksquare$ <u>16</u> craft sticks	

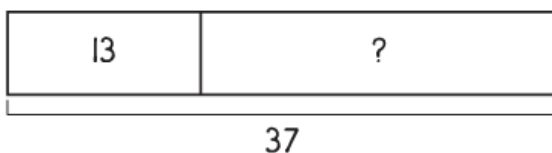
Lesson 5.10

Algebra • Write Equations to Represent Subtraction

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.

$$\underline{37 - 13 = \blacksquare}$$

Subtract to find the missing part.

So, the answer is 24 birds.

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

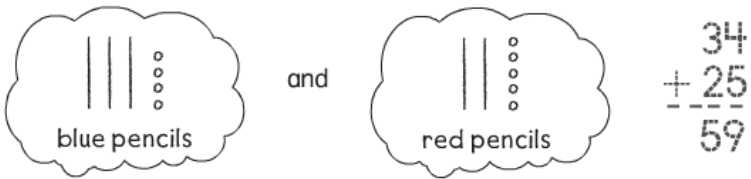
Lesson 5.11

Solve Multistep Problems

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?

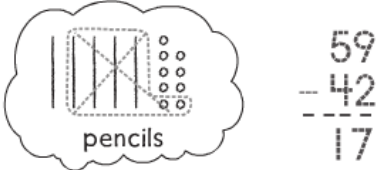
The first sentence tells you what Mr. Wright had.



blue pencils and red pencils

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

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



pencils

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

Mr. Wright has 17 pencils now.

More information on this strategy is available on Animated Math Model #34.

Vocabulary

Difference – the answer in a subtraction problem

Regroup – an action that involves changing a number from one form to an equivalent form

Tens – the value of a digit in the tens position on a place value chart; 1 ten = 10 ones

Ones – the value of a digit in the ones position on a place value chart

Digits – the symbols used in a numeration system; the ten digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9