

Eureka Math™

Grade 2, Module 5

Student File_A *Contains*
copy-ready classwork and homework as well
as templates (including cut outs)

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A STORY OF UNITS

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

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

Lesson 1 Problem Set

A STORY OF UNITS

3. Complete each statement.

- a. $389 + 10 \rightarrow$ _____ $+ 100 \rightarrow$ _____ b. $187 - 100 \rightarrow$ _____ $- 10$

\rightarrow _____

- c. $609 - 10 \rightarrow$ _____ \rightarrow _____ $499 + 10 \rightarrow$ _____ $+ \text{_____}$

\rightarrow 519

- d. $512 - 10 \rightarrow$ _____ $\rightarrow -10$ _____ $+ 100 \rightarrow$ _____ $+ 100$

\rightarrow _____ $+ 10 \rightarrow$ _____

4. Solve using the arrow way.

a. $210 + 130 =$ _____

b. $320 + \text{_____} = 400$

c. _____ $+ 515 = 735$

2

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

Lesson 1 Problem Set

A STORY OF UNITS

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

3

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

Lesson 1 Homework

A STORY OF UNITS

3. Complete each statement.

a. $235 + 10$

\longrightarrow _____ $+100 \longrightarrow$ _____ b. $391 - 100 \longrightarrow$ _____ -10

\longrightarrow _____

c. $417 \longrightarrow -10$ _____ \longrightarrow _____

\longrightarrow _____ $-100 \longrightarrow 297$

d. $311 \longrightarrow -10$ _____ $-10 \longrightarrow$ _____ $+100 \longrightarrow$ _____ $+100$

\longrightarrow _____ $+10 \longrightarrow$ _____

4. Solve using the arrow way.

a. $370 + 110 =$ _____

b. $290 +$ _____ $= 400$

c. _____ + 710 = 850

4

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

Lesson 1 Homework

chart

A STORY OF
UNITS

Lesson 1

Template 1

Lesson 1

Template 1

hundreds place value

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Lesson 1: Relate 10 more, 10 less, 100 more, and 100 less to
and

subtraction of 10 and
100.

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A STORY OF UNITS

unlabeled hundreds place value chart

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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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Lesson 1 Template 2

Lesson A STORY OF UNITS

2 Problem Set

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

$$240 + 300 = \underline{\hspace{2cm}}$$

b. $340 + 300 = \underline{\hspace{2cm}}$ $140 + 500 = \underline{\hspace{2cm}}$ $200 + 440 = \underline{\hspace{2cm}}$

c. $400 + 374 = \underline{\hspace{2cm}}$ $274 + 500 = \underline{\hspace{2cm}}$ $700 + 236 = \underline{\hspace{2cm}}$

d. $571 + \underline{\hspace{2cm}} = 871$ $\underline{\hspace{2cm}} + 349 = 749$ $96 + \underline{\hspace{2cm}} = 696$

e. $\underline{\hspace{2cm}} + 562 = 862$ $300 + \underline{\hspace{2cm}} = 783$ $600 + \underline{\hspace{2cm}} = 726$

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

$$602 - 400 = \underline{\hspace{2cm}}$$

b. $640 - 200 = \underline{\hspace{2cm}}$ $650 - 300 = \underline{\hspace{2cm}}$ $750 - \underline{\hspace{2cm}} = 350$

c. $462 - 200 = \underline{\hspace{2cm}}$ $667 - 500 = \underline{\hspace{2cm}}$ $731 - 400 = \underline{\hspace{2cm}}$

d. $431 - \underline{\hspace{2cm}} = 131$ $985 - \underline{\hspace{2cm}} = 585$ $768 - \underline{\hspace{2cm}} = 68$

e. $\underline{\hspace{2cm}} - 200 = 662$ $\underline{\hspace{2cm}} - 300 = 653$ $734 - \underline{\hspace{2cm}} = 234$

subtract multiples of 100, including counting on to subtract.

7 Lesson 2: Add and

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Lesson A STORY OF UNITS

2 Problem Set

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.

subtract multiples of 100, including counting on to subtract.

8 Lesson 2: Add and

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Lesson A STORY OF UNITS

2 Homework

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

$$450 + 200 = \underline{\hspace{2cm}}$$

b. $220 + 300 = \underline{\hspace{2cm}}$ $230 + 500 = \underline{\hspace{2cm}}$ $200 + 440 = \underline{\hspace{2cm}}$

c. $400 + 368 = \underline{\hspace{2cm}}$ $386 + 500 = \underline{\hspace{2cm}}$ $700 + 239 = \underline{\hspace{2cm}}$

d. $119 + \underline{\hspace{2cm}} = 519$ $\underline{\hspace{2cm}} + 272 = 872$ $62 + \underline{\hspace{2cm}} = 562$

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

$$508 - 300 = \underline{\hspace{2cm}}$$

b. $430 - 200 = \underline{\hspace{2cm}}$ $550 - 300 = \underline{\hspace{2cm}}$ $860 - \underline{\hspace{2cm}} = 360$

c. $628 - 200 = \underline{\hspace{2cm}}$ $718 - 500 = \underline{\hspace{2cm}}$ $836 - 400 = \underline{\hspace{2cm}}$

d. $553 - \underline{\hspace{2cm}} = 153$ $981 - \underline{\hspace{2cm}} = 381$ $827 - \underline{\hspace{2cm}} = 27$

subtract multiples of 100, including counting on to subtract.

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Lesson A STORY OF UNITS

9 Lesson 2: Add and

2 Homework

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.

subtract multiples of 100, including counting on to subtract.

10 Lesson 2: Add and

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A STORY OF
UNITS

Lesson 3 Problem Set

$$380 + 200$$

$$380 + 220$$

$$380 + 230$$

b.

Name _____ Date _____

$$470 + 400$$

1. Solve each set of problems using the arrow

$$470 + 430$$

a

$$470 + 450$$

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

$$\text{a. } 490 + 200 = 210 + 490 = _ \quad 490 + 220 =$$

$$\text{b. } 230 + 700 = 230 + 710 = _ \quad 730 + 230 =$$

$$\text{c. } 260 + 240 = 260 + 260 = 280 + 260 =$$

$$\text{d. } 160 + 150 = 370 + 280 = 380 + 450 =$$

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Lesson 3: Add multiples of 100 and sor

$$\text{e. } 430 + 290 = 660 + 180 = 370 + 270 =$$

A STORY OF
UNITS

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Lesson 3 Problem Set

3. Solve.

$$\text{a. } 66 \text{ tens} + 20 \text{ tens} = \text{tens} \quad \text{b. } 66 \text{ tens} + 24 \text{ tens} = \text{tens}$$

c. 66 tens + 27 tens = tens d. 67 tens + 28 tens = tens

320 + 400

e. What is the value of 86 tens?

320 + 480

320 + 490

1
2
C
.

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

550 + 200

550 + 250

550 + 270

A STORY OF
UNITS

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Lesson 3
Homework

d.

230 + 400

230 + 470

230 + 490

Name _____ Date _____

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

a.

.

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3

260 + 200

260 + 240

260 + 250

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

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A STORY OF
UNITS

b.

Lesson 3

Homework

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. $440 + 280 = 660 + 160 = \underline{\quad} 770 + 150 =$

3. Solve.

a. $34 \text{ tens} + 20 \text{ tens} = \text{tens}$ b. $34 \text{ tens} + 26 \text{ tens} = \text{tens}$

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

e. What is the value of 62 tens?

14 Lesson 3: Add

multiples of 100 and some tens within 1,000.

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A STORY OF UNITS

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.

$$820 - 320$$

$$820 - 360$$

$$820 - 390$$

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

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Lesson 4 Problem Set

A STORY OF UNITS

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

a.

$$530 - 400 = \underline{\hspace{2cm}} \quad 530 - 430 = \underline{\hspace{2cm}} \quad 530 - 460 = \underline{\hspace{2cm}}$$

b.

$$950 - 550 = \underline{\hspace{2cm}} \quad 950 - 660 = \underline{\hspace{2cm}} \quad 950 - 680 = \underline{\hspace{2cm}}$$

c.

$$640 - 240 = \underline{\hspace{2cm}} \quad 640 - 250 = \underline{\hspace{2cm}} \quad 640 - 290 = \underline{\hspace{2cm}}$$

d.

$$740 - 440 = \underline{\hspace{2cm}} \quad 740 - 650 = \underline{\hspace{2cm}} \quad 740 - 690 = \underline{\hspace{2cm}}$$

3. Solve.

a. $88 \text{ tens} - 20 \text{ tens} = \underline{\hspace{2cm}}$ b. $88 \text{ tens} - 28 \text{ tens} = \underline{\hspace{2cm}}$

c. $88 \text{ tens} - 29 \text{ tens} = \underline{\hspace{2cm}}$ d. $84 \text{ tens} - 28 \text{ tens} = \underline{\hspace{2cm}}$

e. What is the value of 60 tens? $\underline{\hspace{2cm}}$

f. What is the value of 56 tens? $\underline{\hspace{2cm}}$

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

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Lesson 4 Problem Set

A STORY OF UNITS

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.

$$940 - 330$$

$$940 - 360$$

$$940 - 480$$

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

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Lesson 4 Homework

A STORY OF UNITS

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

a.

$$330 - 200 = \underline{\hspace{2cm}} \quad 330 - 230 = \underline{\hspace{2cm}} \quad 330 - 260 = \underline{\hspace{2cm}}$$

b.

$$440 - 240 = \underline{\hspace{2cm}} \quad 440 - 260 = \underline{\hspace{2cm}} \quad 440 - 290 = \underline{\hspace{2cm}}$$

c.

$$860 - 560 = \underline{\hspace{2cm}} \quad 860 - 570 = \underline{\hspace{2cm}} \quad 860 - 590 = \underline{\hspace{2cm}}$$

d.

$$970 - 470 = \underline{\hspace{2cm}} \quad 970 - 480 = \underline{\hspace{2cm}} \quad 970 - 490 = \underline{\hspace{2cm}}$$

3. Solve.

a. 66 tens - 30 tens = $\underline{\hspace{2cm}}$ b. 66 tens - 36 tens = $\underline{\hspace{2cm}}$

c. 66 tens - 38 tens = $\underline{\hspace{2cm}}$ d. 67 tens - 39 tens = $\underline{\hspace{2cm}}$

e. What is the value of 28 tens? $\underline{\hspace{2cm}}$

f. What is the value of 36 tens? $\underline{\hspace{2cm}}$

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

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Lesson 4 Homework

Name _____ Date _____

1. Solve.

a. 30 tens = $\underline{\hspace{2cm}}$ b. 43 tens = $\underline{\hspace{2cm}}$

c. 18 tens + 12 tens = $\underline{\hspace{2cm}}$ tens d. 18 tens + 13 tens = $\underline{\hspace{2cm}}$ tens

e. 24 tens + 19 tens = $\underline{\hspace{2cm}}$ tens f. 25 tens + 29 tens = $\underline{\hspace{2cm}}$ tens

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

a. $190 + 130$

$$200 + 120 =$$

b. $260 + 190$

=

c. $330 + 180$

=

**A STORY OF
UNITS**

1
0

1
9

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

Lesson 5 Problem Set

A STORY OF
UNITS

Set

d. $440 + 280$

_____ = _____

e. $199 + 86$

_____ = _____

f. $298 + 57$

_____ = _____

g. $425 + 397$

_____ = _____

Lesson 5 Problem

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

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A STORY OF UNITS

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 equation and solve.

a. $90 + 180$

$10 \ 170$

$100 + 170 =$

b. $190 + 460$

$=$

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

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Lesson 5 Homework

A STORY OF UNITS

c. $540 + 280$

$=$

d. $380 + 430$

$=$

e. $99 + 141$

$=$

f. $75 + 299$

$=$

g. $795 + 156$

$=$

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

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Lesson 5 Homework

Name _____ Date _____

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

a. $220 - 190 = 230 - 200 =$

b. $320 - 190 =$

c. $400 - 280 =$

d. $470 - 280 =$

e. $530 - 270 =$

A STORY OF UNITS

+ 10

+ 10

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

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220

190

Lesson 6 Problem Set

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

A STORY OF UNITS

+ 1

+ 1

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

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199

451

Lesson 6 Problem Set

Name _____ Date _____

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

a. $340 - 190 = 350 - 200 =$

b. $420 - 190 =$

c. $500 - 280 =$

d. $650 - 280 =$

e. $740 - 270 =$

A STORY OF UNITS

+ 10

+ 10

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

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340

190

Lesson 6 Homework

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

a. $236 - 99 = 237 - 100 =$

Check:

b. $372 - 199 = =$

Check:

c. $442 - 298 = =$

Check:

d. $718 - 390 = =$

Check:

A STORY OF UNITS

+ 1

+ 1

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

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99

236

Lesson 6 Homework

Name _____ Date _____

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

Explain the mistake in any of the incorrect solutions.

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

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

matching number sentence.

A STORY OF UNITS

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

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Lesson 7 Problem Set

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

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.

arrow way / number bond

b. Solve:

c. Explain why you chose that strategy.

A STORY OF UNITS

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

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Lesson 7 Problem Set

A STORY OF UNITS

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.

$$370 + 300 = \underline{\hspace{2cm}}$$

b.

$$\underline{\hspace{2cm}} = 562 - 200$$

c.

$$\underline{\hspace{2cm}} + 500 = 812$$

d.

$$230 - 190 = \underline{\hspace{2cm}}$$

e.

$$\underline{\hspace{2cm}} = 640 - 180$$

f.

$$450 - 290 = \underline{\hspace{2cm}}$$

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

a.

$$420 - 230 = \underline{\hspace{2cm}}$$

b. $340 - 160 = \underline{\hspace{2cm}}$

c. $710 - 350 = \underline{\hspace{2cm}}$

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

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Lesson 7 Homework

A STORY OF UNITS

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.

arrow way / number bond

b. Solve:

c. Explain why you chose that strategy.

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

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Lesson 7 Homework

student work samples

A STORY OF UNITS

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

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Lesson 7 Template

A STORY OF UNITS

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. $164 + 745$

32 Lesson 8: Relate manipulative representations to the addition algorithm.

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Lesson 8 Problem Set

A STORY OF UNITS

2. Solve.

- 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. $680 + 230 =$ _____

33 Lesson 8: Relate manipulative representations to the addition algorithm.

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Lesson 8 Problem Set

A STORY OF UNITS

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. $609 + 351$

34 Lesson 8: Relate manipulative representations to the addition algorithm.

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Lesson 8 Homework

A STORY OF UNITS

2. Solve.

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. $560 + 250 =$ _____

35 Lesson 8: Relate manipulative representations to the addition algorithm.

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Lesson 8 Homework

A STORY OF UNITS

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. $283 + 657$

36 Lesson 9: Relate manipulative representations to the addition algorithm.

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Lesson 9 Problem Set

A STORY OF UNITS

2. Solve.

a. $270 + 430 =$ _____

b. $260 + 440 =$ _____

c. $255 + 445 =$ _____

d. $258 + 443 =$ _____

e. $408 + 303 =$ _____

f. $478 + 303 =$ _____

g. $478 + 323 =$ _____

37 Lesson 9: Relate manipulative representations to the addition algorithm.

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Lesson 9 Problem Set

A STORY OF UNITS

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. $663 + 258$

38 Lesson 9: Relate manipulative representations to the addition algorithm.

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Lesson 9 Homework

A STORY OF UNITS

2. Solve.

a. $180 + 420 =$ _____

b. $190 + 430 =$ _____

c. $364 + 236 =$ _____

d. $275 + 435 =$ _____

e. $404 + 206 =$ _____

f. $440 + 260 =$ _____

g. $444 + 266 =$ _____

39 Lesson 9: Relate manipulative representations to the addition algorithm.

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Lesson 9 Homework

Name _____ Date _____

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

a. $117 + 170 =$ _____

b. $217 + 173 =$ _____

c. $371 + 133 =$ _____

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

hundreds tens ones

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

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Lesson 10 Problem Set

d. $504 + 269 =$ _____

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

a. $546 + 192 =$ _____

b. $546 + 275 =$ _____

A STORY OF UNITS

hundreds tens ones

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

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Lesson 10 Problem Set

Name _____ Date _____

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

a. $124 + 260 =$ _____

b. $426 + 324 =$ _____

c. $362 + 243 =$ _____

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

hundreds tens ones

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

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Lesson 10 Homework

d. $606 + 294 =$ _____

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

a. $372 + 118 =$ _____

b. $248 + 233 =$ _____

A STORY OF UNITS

hundreds tens ones

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

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Lesson 10 Homework

Name _____ Date _____

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

a. $227 + 183 =$ _____

b. $424 + 288 =$ _____

c. $638 + 298 =$ _____

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

hundreds tens ones

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

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Lesson 11 Problem Set

d. $648 + 289 =$ _____

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

a. $307 + 187$

b. $398 + 207$

A STORY OF UNITS

hundreds tens ones

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

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Lesson 11 Problem Set

Name _____ Date _____

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

- a. $167 + 224 =$ _____
b. $518 + 245 =$ _____
c. $482 + 369 =$ _____

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

hundreds tens ones

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

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Lesson 11 Homework

d. $638 + 298 =$ _____

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

a. $456 + 378$

b. $187 + 567$

A STORY OF UNITS

hundreds tens ones

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

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Lesson 11 Homework

Name _____ Date _____

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

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

A STORY OF UNITS

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

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hundreds tens ones

Lesson 12 Problem Set

A STORY OF UNITS

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:

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

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Lesson 12 Problem Set

A STORY OF UNITS

Name _____ Date _____

1. Solve $435 + 290$ using two different strategies.

a. b.

c. Explain which strategy would be easier and why.

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

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Lesson 12 Homework

A STORY OF UNITS

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:

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

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Lesson 12 Homework

A STORY OF UNITS

Name _____ Date _____

1. Solve using mental math.

a. $8 - 6 = \underline{\quad}$ $80 - 60 = \underline{\quad}$ $180 - 60 = \underline{\quad}$ $180 - 59 = \underline{\quad}$

b. $6 - 3 = \underline{\quad}$ $60 - 30 = \underline{\quad}$ $760 - 30 = \underline{\quad}$ $760 - 28 = \underline{\quad}$

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

a. $138 - 17 = 121$ b. $138 - 19 = \underline{\quad}$

$138 \ 121 - 17 + 17 \ 121 \ 138$

c. $445 - 35 = \underline{\quad}$ d. $445 - 53 = \underline{\quad}$

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

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Lesson 13 Problem Set

A STORY OF UNITS

e. $863 - 170 = \underline{\quad}$ f. $845 - 152 = \underline{\quad}$

g. $472 - 228 = \underline{\quad}$ h. $418 - 274 = \underline{\quad}$

i. $567 - 184 = \underline{\quad}$ j. $567 - 148 = \underline{\quad}$

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

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Lesson 13 Problem Set

A STORY OF UNITS

Name _____ Date _____

1. Solve using mental math.

a. $9 - 5 = \underline{\quad}$ $90 - 50 = \underline{\quad}$ $190 - 50 = \underline{\quad}$ $190 - 49 = \underline{\quad}$

b. $7 - 4 = \underline{\quad}$ $70 - 40 = \underline{\quad}$ $370 - 40 = \underline{\quad}$ $370 - 39 = \underline{\quad}$

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

a. $153 - 31 = 122$ b. $153 - 38 = \underline{\quad}$

$153 \ 122 - 31 + 31 \ 122 \ 153$

c. $362 - 49 = \underline{\quad}$ d. $485 - 177 = \underline{\quad}$

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

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Lesson 13 Homework

A STORY OF UNITS

e. $753 - 290 = \underline{\quad}$ f. $567 - 290 = \underline{\quad}$

g. $873 - 428 = \underline{\quad}$ h. $817 - 565 = \underline{\quad}$

i. $973 - 681 = \underline{\quad}$ j. $748 - 239 = \underline{\quad}$

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

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

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Lesson 13 Homework

A STORY OF UNITS

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:

56 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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Lesson 14 Problem Set

A STORY OF UNITS

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.

57 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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Lesson 14 Problem Set

A STORY OF UNITS

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:

58 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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Lesson 14 Homework

A STORY OF UNITS

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.

59 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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Lesson 14 Homework

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:

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

hundreds tens ones

60 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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Lesson 15 Problem Set

d. $821 - 523$ Solve vertically

or mentally:

Check:

e. $913 - 558$ Solve vertically

or mentally:

Check:

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

a. If $762 - \underline{\hspace{2cm}} = 173$, then $173 + 589 = \underline{\hspace{2cm}}$.

b. If $631 - \underline{\hspace{2cm}} = 273$, then $\underline{\hspace{2cm}} + 273 = 631$.

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

61 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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Lesson 15 Problem Set

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:

b. $742 - 495$ Solve vertically

or mentally:

Check:

c. $657 - 290$ Solve vertically

or mentally:

Check:

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

hundreds tens ones

62 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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Lesson 15 Homework

d. $877 - 398$ Solve vertically

or mentally:

Check:

e. $941 - 628$ Solve vertically

or mentally:

Check:

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

a. If $928 - \underline{\hspace{2cm}} = 519$, then $519 + 409 = \underline{\hspace{2cm}}$.

b. If $764 - \underline{\hspace{2cm}} = 391$, then $\underline{\hspace{2cm}} + 391 = 764$.

A STORY OF UNITS

hundreds tens ones

hundreds tens ones

63 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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Lesson 15 Homework

Name _____ Date _____

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

a. $304 - 53 = \underline{\hspace{2cm}}$

b. $406 - 187 = \underline{\hspace{2cm}}$

c. $501 - 316 = \underline{\hspace{2cm}}$

A STORY OF UNITS

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

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hundreds tens ones

hundreds tens ones

hundreds tens ones

Lesson 16 Problem Set

d. $700 - 509 = \underline{\hspace{2cm}}$

e. $900 - 626 = \underline{\hspace{2cm}}$

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.

A STORY OF UNITS

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

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hundreds tens ones

hundreds tens ones

Lesson 16 Problem Set

Name _____ Date _____

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

a. $206 - 89 =$ _____

b. $509 - 371 =$ _____

c. $607 - 288 =$ _____

A STORY OF UNITS

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

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hundreds tens ones

hundreds tens ones

hundreds tens ones

Lesson 16 Homework

d. $800 - 608 =$ _____

e. $900 - 572 =$ _____

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.

A STORY OF UNITS

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

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hundreds tens ones

hundreds tens ones

Lesson 16 Homework

Lesson 17 Problem Set

hundreds tens ones

hundreds tens ones

hundreds tens ones

A STORY OF UNITS

Name _____ Date _____

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

a. $200 - 113 =$ _____

b. $400 - 247 =$ _____

c. $700 - 428 =$ _____

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

Lesson A STORY OF UNITS

17 Problem Set

d. $800 - 606 =$ _____ hundreds tens ones e. $901 - 404 =$ _____ hundreds
tens ones

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

Solution: Check:

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

Lesson 17 Homework

hundreds tens ones

hundreds tens ones

hundreds tens ones

A STORY OF UNITS

Name _____ Date _____

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

a. $200 - 123 =$ _____

b. $400 - 219 =$ _____

c. $700 - 542 =$ _____

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

Lesson 17 Homework

hundreds tens ones

A STORY OF UNITS

hundreds tens ones d. $800 - 409 =$ _____

e. $905 - 606 =$ _____

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

Solution: Check:

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

A STORY OF UNITS

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:

72 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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Lesson 18 Problem Set

A STORY OF UNITS

b. $808 - 597$ Explanation:

4. Use the student's strategy in other problems to check that their solutions are the same. Explain to your partner how this works.

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

a. $600 - 547$ b. $700 - 513$

73 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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Lesson 18 Problem Set

A STORY OF UNITS

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:

74 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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Lesson 18 Homework

A STORY OF UNITS

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:

75 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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Lesson 18 Homework

Name _____ Date _____

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

a. b.

A STORY OF UNITS

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

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Lesson 19 Problem Set

A STORY OF UNITS

2. Solve and explain why you chose that strategy.

a. $220 + 390 = \underline{\hspace{2cm}}$ Explanation:

b. $547 - 350 = \underline{\hspace{2cm}}$ Explanation:

c. $464 + 146 = \underline{\hspace{2cm}}$ Explanation:

d. $600 - 389 = \underline{\hspace{2cm}}$ Explanation:

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

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Lesson 19 Problem Set

A STORY OF UNITS

Name _____ Date _____

1. Solve and explain why you chose that strategy.

a. $340 + 250 = \underline{\hspace{2cm}}$ Explanation:

b. $490 + 350 = \underline{\hspace{2cm}}$ Explanation:

c. $519 + 342 = \underline{\hspace{2cm}}$ Explanation:

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

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Lesson 19 Homework

A STORY OF UNITS

d. $610 + \underline{\hspace{2cm}} = 784$ Explanation:

e. $700 - 456 = \underline{\hspace{2cm}}$ Explanation:

f. $904 - 395 = \underline{\hspace{2cm}}$ Explanation:

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

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Lesson 19 Homework