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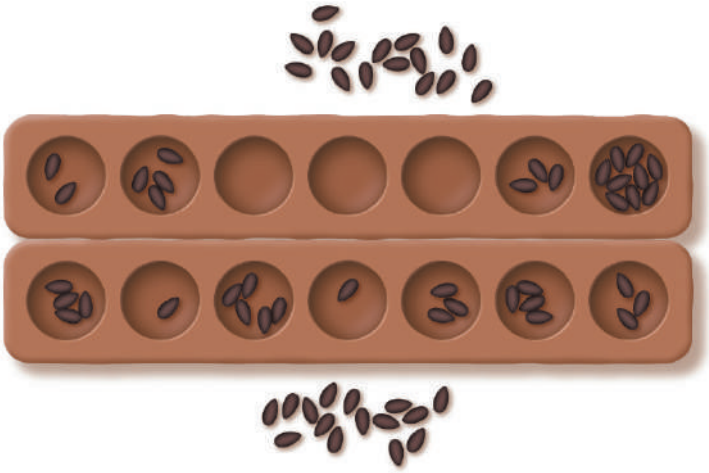

Student Workbook

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Adding and Subtracting within 100

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Adding and Subtracting within 100

Student Workbook

Core Knowledge Mathematics™

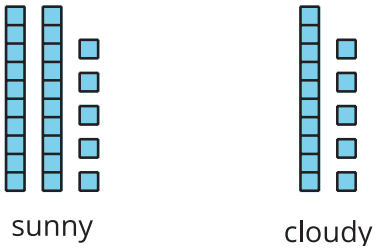
Lesson 1: Add and Subtract to Compare

- Let's solve Compare problems with larger numbers.

Warm-up: Which One Doesn't Belong: Compare Representations

Which one doesn't belong?

A



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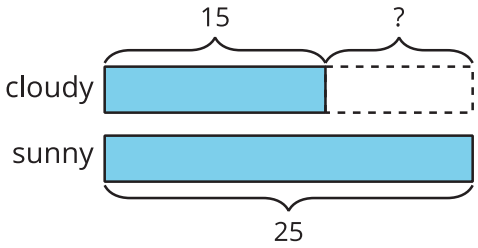

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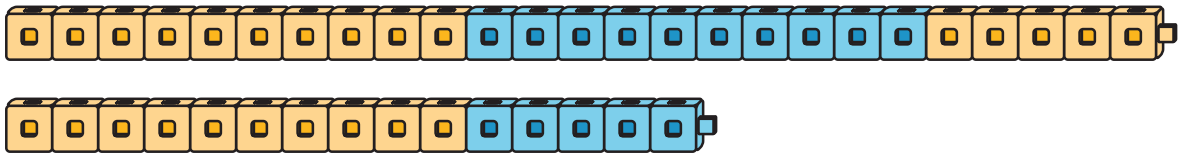

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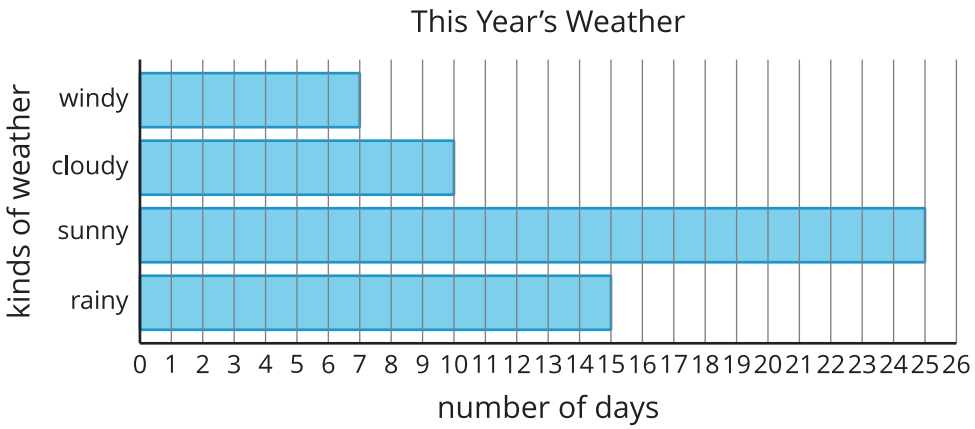
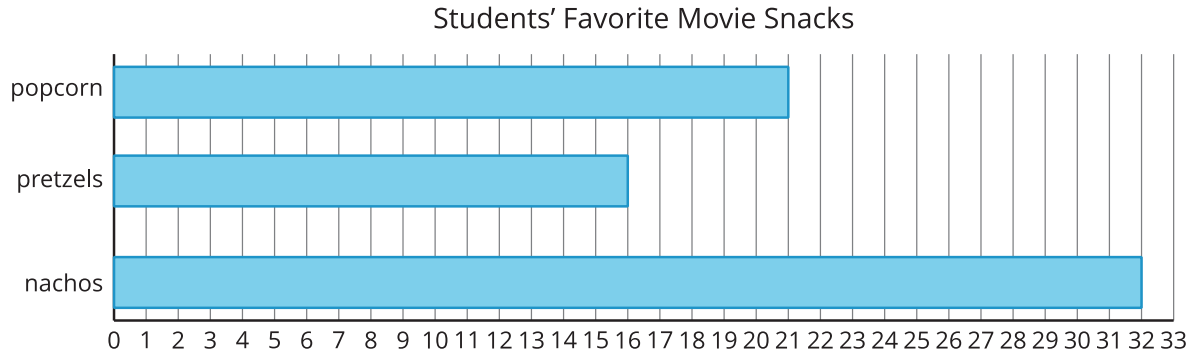


1.1: Movie Snacks

Use the bar graph to answer the questions.

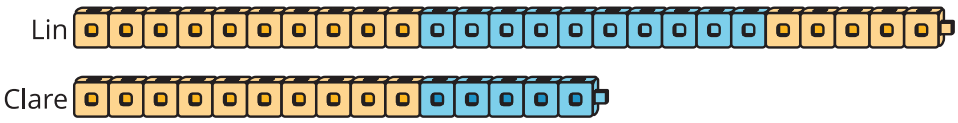


1. What is the total number of students that chose popcorn or pretzels? Show your thinking.

2. How many more students chose nachos than chose popcorn? Show your thinking.

1.2: Build and Compare

1. Lin and Clare used cubes to make trains. What do you notice? What do you wonder?



2. Make trains with cubes.

partner	number of cubes
Partner A	46
Partner B	22

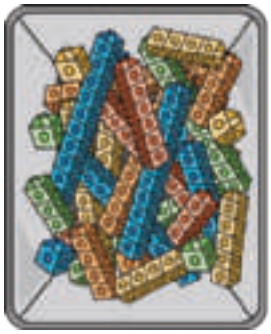
3. Find the total number of cubes you and your partner used. Show your thinking.

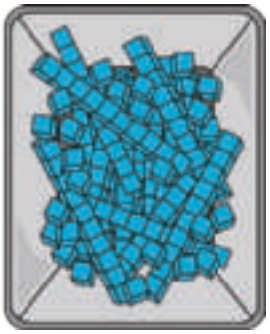
4. Find the difference between the number of cubes you and your partner used. Show your thinking.

Lesson 2: Find the Unknown Addend

- Let’s find values that make the equations true.

2.1: How Did You Find It?





1. What is the same and what is different between these tools?

2. Find the number that makes the equation true. Show your thinking using the cubes, blocks, or drawings.

   $41 + _____ = 84$

2.2: You Go This Way, I'll Go That Way

Han and Mai use blocks to find the number that makes the equation true.

$17 + _____ = 48$

1. Han starts by using blocks to show 17. Show how he could find the number that makes the equation true.

2. Mai starts by using blocks to show 48. Show how she could find the number that makes the equation true.

3. Try this one on your own. Choose who will start with 21 and who will start with 96.

   $21 + _____ = 96$

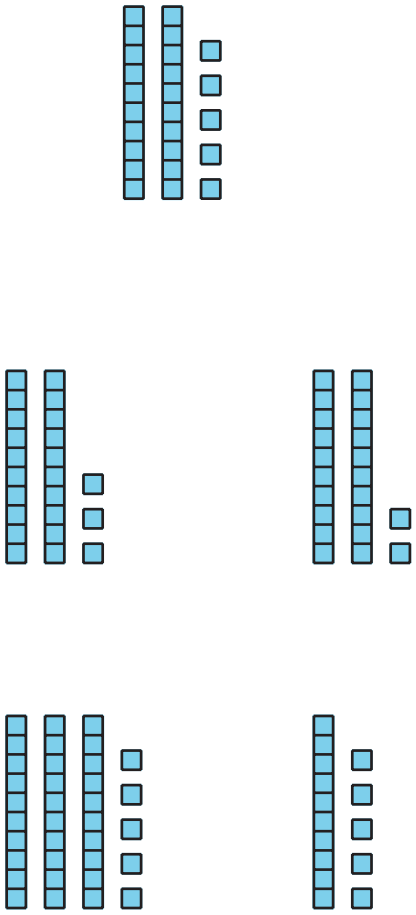
4. Show your partner how you found the number that makes the equation true.

Lesson 3: Add or Subtract to Solve Story Problems

- Let's solve story problems.

Warm-up: How Many Do You See: Base-ten Diagram

How many do you see? How do you see them?



3.1: Fun at the Zoo

Some students were waiting on the bus to go to the zoo. Then 34 more students got on. Now there are 55 students on the bus. How many students were on the bus at first?

3.2: More Fun at the Zoo

Solve each story problem. Show your thinking.

1. There were 65 students in the monkey house. 23 left to see the hippos. How many are still in the monkey house?

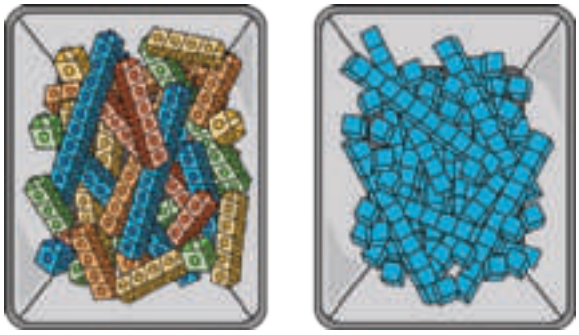
2. 58 students went to see the bears. 27 students went to see the lions. How many more students went to see the bears than the lions?

3. Some birds were in cages outside of the bird house. 34 birds were inside the bird house. In all, there were 88 birds. How many were in the cages outside?

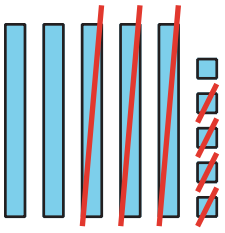
Section Summary

Section Summary

In this section, we used addition and subtraction to compare and to find unknown values. We used different tools to show how to add and subtract two-digit numbers.



We learned that when you subtract 2 two-digit numbers you can think about subtracting tens from tens and ones from ones.



$$50 - 30 = 20$$
$$5 - 4 = 1$$
$$20 + 1 = 21$$

Lesson 4: Center Day 1

- Let's play games to practice adding and subtracting.

Warm-up: Number Talk: Subtract 2 Digits

Find the value of each expression mentally.

- $6 - 3$

- $66 - 3$

- $66 - 30$

- $66 - 33$

Lesson 5: Subtract Your Way

- Let's subtract one-digit numbers from two-digit numbers.

Warm-up: Number Talk: Subtract a Little More

Find the value of each expression mentally.

- $17 - 7$

- $17 - 8$

- $26 - 6$

- $26 - 8$

5.1: How Do You Find the Value?

Find the value of $82 - 9$.

Show your thinking. Use blocks if it helps.

5.2: Subtract with Base-ten Blocks

1. Diego started with 5 tens and 5 ones. Represent Diego's blocks with the base-ten blocks.

   How many does he have?

2. Diego took away 2 tens.

   a. Draw a representation to show what happened to Diego's blocks.

   b. Write an equation to show how many Diego has now.

   _____

3. Then, Diego took away 8 ones.

   a. Draw a diagram to show what happened to Diego's blocks.

   b. Write an equation to show how many Diego has now. Be prepared to explain your reasoning.

Lesson 6: Compare Methods for Subtraction

- Let’s compare subtraction methods.

Warm-up: True or False: How many Tens? How many Ones?

Decide if each statement is true or false. Be prepared to explain your reasoning.

- $64 = 60 + 4$

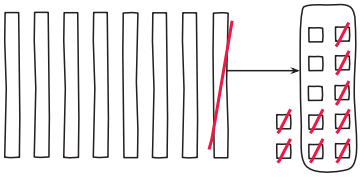
- $64 = 50 + 14$

- $64 = 30 + 24$

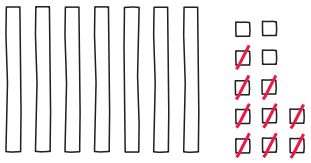
6.1: Different Ways to Decompose

Diego and Elena drew base-ten diagrams to find the value of $82 - 9$.

Diego



Elena



1. Compare Deigo's work to Elena's.

   a. What is the same?

   b. What is different?

2. Tyler used equations to show his thinking.

$82 - 9$
$82 = 70 + 12$
$12 - 9 = 3$
$70 + 3 = 73$

Diego says Tyler's work matches his diagram.
Elena says Tyler's work matches her diagram.

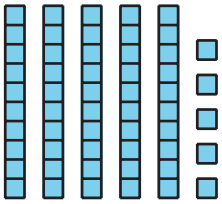
Who do you agree with? Explain.

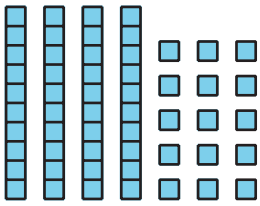
Lesson 7: Subtract Two Digits

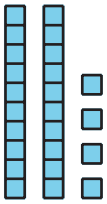
- Let's subtract with two-digit numbers.

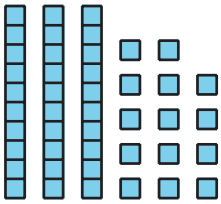
Warm-up: How Many Do You See: Compose a Ten

How many do you see? How do you see them?









7.1: What's the Difference?

Find the value of each difference. Show your thinking. Use blocks if it helps.

1. $46 - 28 =$ _____

2. $93 - 54 =$ _____

7.2: Use Blocks to Take Away

1. Choose a player card. Mix up the other cards and put them face down.

   Player name: _____

2. Represent your starting number with base-ten blocks.

   Starting number: _____

3. Take turns picking a card. Read the card to the group.

4. Listen for your player's name. Use the blocks to show the change.

5. Explain your thinking to your group.

6. Write an equation to show the new number.

   Equation 1: _____

   Equation 2: _____

   My player now has _____ tens and _____ones.

   Ending number: _____

   Share this number with your group.

7. Write an equation to show the sum of the ending numbers in your group.

Lesson 8: Different Ways to Decompose

- Let's compare different ways to subtract.

Warm-up: Number Talk: Multiples of 10

Find the value of each expression mentally.

- $18 + 10 + 10$

- $18 + 20 + 10$

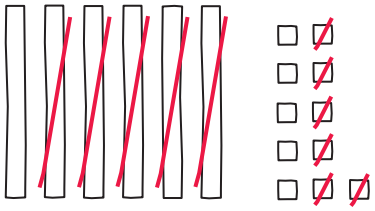
- $38 - 20$

- $48 - 30$

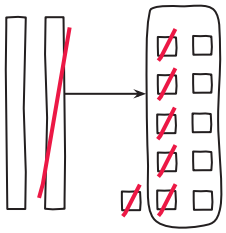
8.1: Aren't You Missing Something?

Lin and Clare made base-ten diagrams to find the value of $71 - 56$.

Lin



Clare



1. What do you notice about their work? What do you wonder?

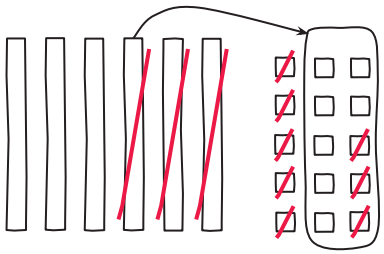
2. Lin and Clare each wrote equations to show their thinking. Explain how you know which group of equations matches Lin's work and which matches Clare's work.

A	B
$71 - 50 = 21$	$71 = 60 + 11$
$21 = 10 + 11$	$11 - 6 = 5$
$11 - 6 = 5$	$60 - 50 = 10$
$10 + 5 = 15$	$10 + 5 = 15$

3. How are Lin and Clare's methods the same? How are they different?

8.2: Different Ways to Decompose

Andre found the value of $65 - 28$. He made a base-ten diagram and wrote equations to show his thinking.



$$65 - 28$$
$$65 - 20 = 45$$
$$45 = 30 + 15$$
$$15 - 8 = 7$$
$$30 + 7 = 37$$

1. Do you think Andre's method is more like Clare's or Lin's method? Explain.

2. Find the value of each difference. Show your thinking.

   a. $34 - 18$

b. $82 - 37$

c. $71 - 53$

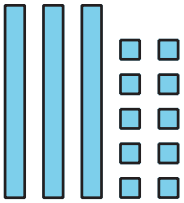
Lesson 9: Add and Subtract Within 100

- Let's find the difference in our own way.

Warm-up: Which One Doesn't Belong: Tens and Ones

Which one doesn't belong?

A



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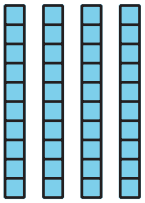

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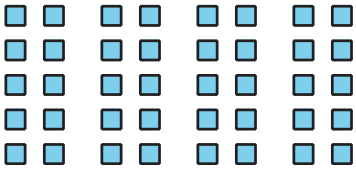

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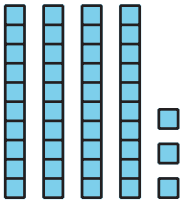


9.1: Sort and Find the Value

1. Match each expression to a base-ten diagram.

2. Choose 1 addition expression and find the value of the sum.

3. Choose 1 subtraction expression and find value of the difference.

9.2: Add or Subtract

Find the value of each expression. Show your thinking. Use blocks if it helps.

1. $27 + 47$

2. $55 - 27$

3. $36 + 38$

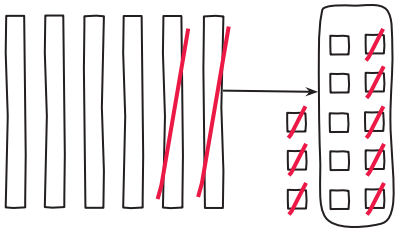
4. $82 - 39$

Section Summary

Section Summary

In this section, we practiced subtracting two-digit numbers. We learned that when there are not enough ones to subtract by place, you can decompose 1 ten for 10 ones. We used base-ten blocks and base-ten diagrams to show our thinking.

$$63 - 18$$



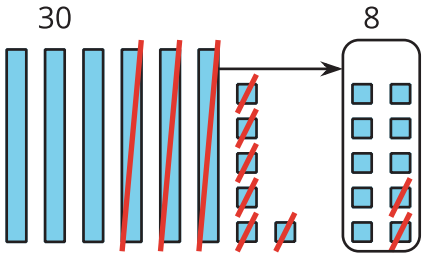
Lesson 10: Center Day 2

- Let's play games to practice adding and subtracting.

Warm-up: Notice and Wonder: Compare the Representations

What do you notice? What do you wonder?

A.



B.

$$66 - 28$$
$$66 = 50 + 16$$
$$16 - 8 = 8$$
$$50 - 20 = 30$$
$$30 + 8 = 38$$
$$66 - 28 = 38$$

10.2: Centers: Choice Time

Choose a center.

Target Numbers

Capture Squares

Five in a Row

Lesson 11: How Do You Solve Story Problems?

- Let’s solve story problems.

Warm-up: What Do You Know About Story Problems?

What do you know about story problems?

11.1: How Many Seeds?

1. Diego gathered 42 orange seeds. Jada gathered 16 apple seeds. How many more seeds did Diego gather than Jada? Show your thinking.

11.2: The Seeds of Greatness

Solve each story problem. Show your thinking.

1. Lin had 31 sunflower seeds. She gave Priya 15 seeds. How many seeds does Lin have now?

2. Noah used yellow and blue corn seeds to make a design. He used 37 seeds altogether. He used 28 yellow seeds. How many blue seeds did he use?

3. Elena gathered 50 pumpkin seeds. Andre collected 23 fewer pumpkin seeds than Elena. How many seeds did Andre collect?

Lesson 12: Story Problems and Diagrams

- Let's make sense of diagrams and solve story problems.

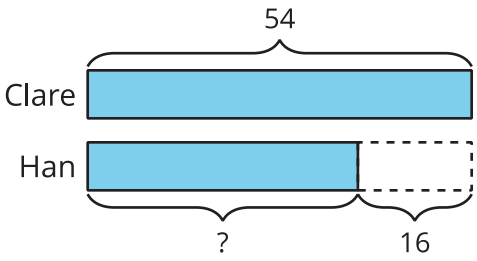
Warm-up: Notice and Wonder: Mancala

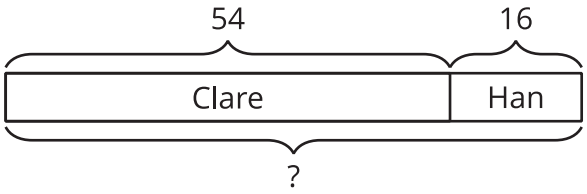
What do you notice? What do you wonder?

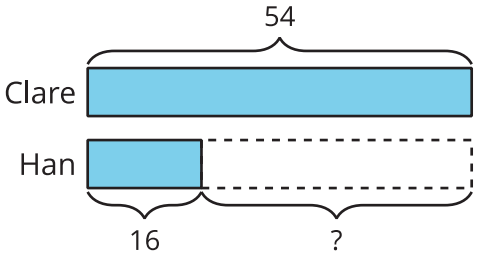
12.1: Interpret the Diagram

Circle the diagrams that match each story. Then explain your match to your partner.

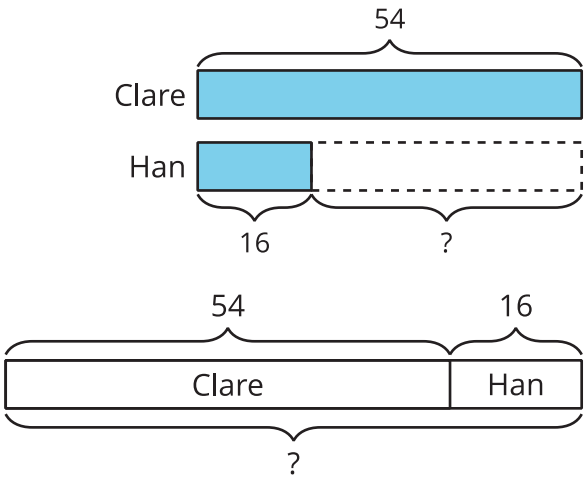
1. Clare captured 54 seeds. Han captured 16 fewer seeds than Clare. How many seeds did Han capture?



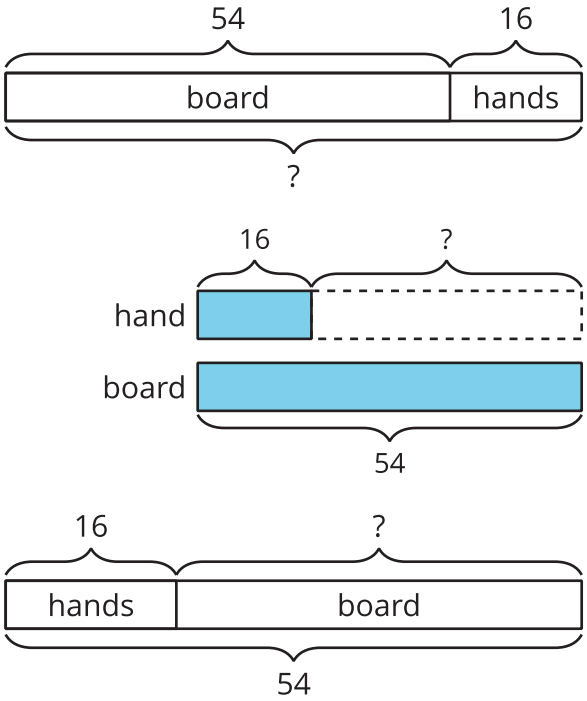




2. Clare has 54 seeds on her side of the board. Han has 16 seeds on his side. How many seeds are on the board in all?

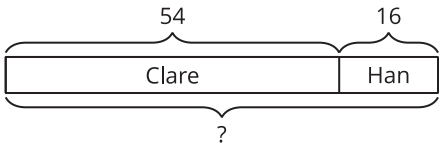


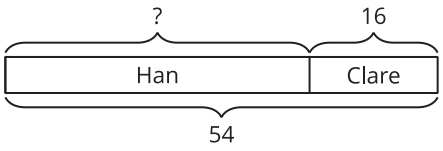
3. Clare has 54 seeds. 16 seeds are in her hand. The rest of her seeds are on the game board. How many of her seeds are on the game board?

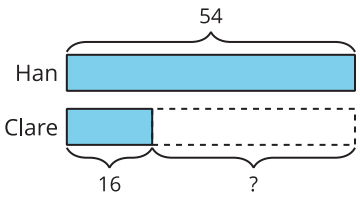


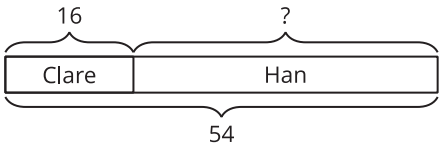
4. There are 54 seeds on the game board. Some seeds are on Han's side. 16 seeds are on Clare's side. How many seeds are on Han's side of the board?

   Choose the 2 diagrams that match.









12.2: Card Sort: Story Problems and Diagrams

1. Match each story problem with a diagram. Explain why the cards match.

2. Choose 2 story problems and solve them. Show your thinking.

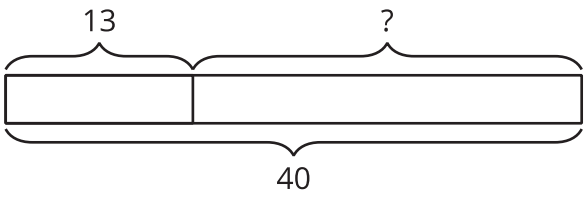
Lesson 13: Story Problems and Equations

- Let's make sense of equations and solve story problems.

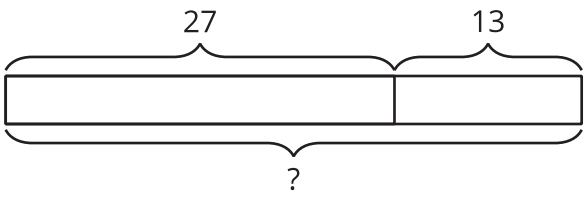
Warm-up: Which One Doesn't Belong: Diagrams

Which one doesn't belong?

A.

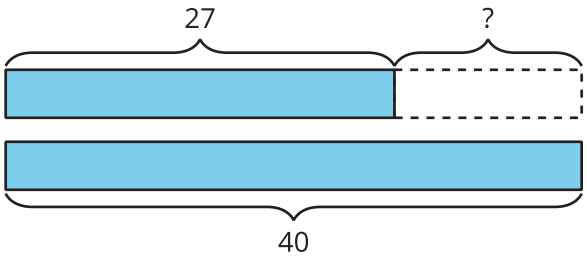


B.



C. $27 + _____ = 40$

D.

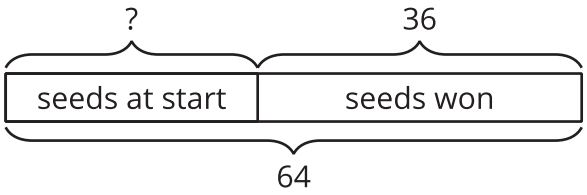


13.1: Card Sort: Story Problems and Equations

1. Match each story problem with an equation. Explain why the cards match.

2. Choose 2 story problems and solve them. Show your thinking.

13.2: Represent and Solve Story Problems



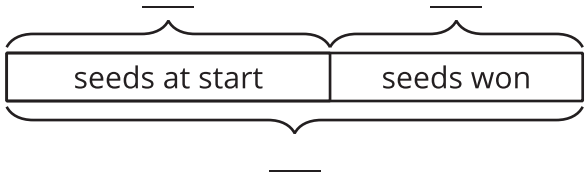
1. Lin played a game with seeds. She started the game with some seeds. Then she won 36 seeds. Now she has 64 seeds. How many seeds did Lin have at first?

    a. Write an equation using a question mark for the unknown value.

    b. Solve. Show your thinking using drawings, numbers, or words.

2. Andre started a game with 32 seeds. Then he won more seeds. Now he has 57 seeds. How many seeds did Andre win?

a. Label the diagram to represent the story.

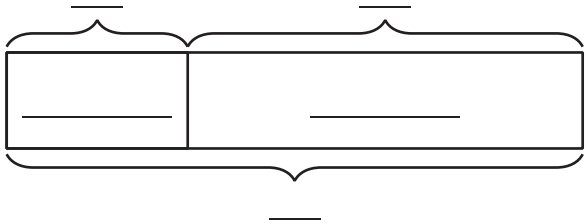


b. Write an equation using a question mark for the unknown value.

c. Solve. Show your thinking using drawings, numbers, or words.

3. Diego gathered 22 seeds from yellow flowers and 48 seeds from blue flowers. How many seeds did he gather in all?

a. Label the diagram to represent the story.



b. Write an equation using a question mark for the unknown value.

c. Solve. Show your thinking using drawings, numbers, or words.

4. Noah and Kiran gathered 92 pumpkin seeds. Noah gathered 53 pumpkin seeds. How many seeds did Kiran gather?

   a. Draw a diagram to represent the story.

   b. Write an equation using a question mark for the unknown value.

   c. Solve. Show your thinking using drawings, numbers, or words.

Lesson 14: Solve It Your Way

- Let's solve story problems and share our thinking with others.

Warm-up: Number Talk: Multiple Addends

Find the value of each expression mentally.

- $5 + 9 + 5$

- $25 + 9 + 5$

- $25 + 15 + 19$

- $25 + 30 + 15 + 19$

14.1: Put It All Together

1. Andre gathered seeds. He has 25 sunflower seeds and 17 squash seeds. How many seeds does he have? Show your thinking.

2. Andre gathered more seeds. He has 35 cucumber seeds. How many seeds does Andre have altogether? Show your thinking.

3. Compare your thinking with your partner.

14.2: Select, Solve, and Share

1. Decide which problem each member of your group will solve.

    a. Priya has 24 fewer seeds than Tyler. Tyler has 53 seeds. How many seeds does Priya have?

    b. Jada and Mai have 61 seeds. Jada has 39 seeds. How many seeds does Mai have?

    c. Kiran started the game with 24 seeds. He won 17 seeds on his turn. How many seeds does he have now?

2. Solve the problem. Show your thinking.

3. Share your thinking with your group. After everyone has shared, complete the sentences with your answers. Then solve the story problem together.

    - Priya has _____ seeds.
    - Mai has _____ seeds.
    - Kiran has _____ seeds.

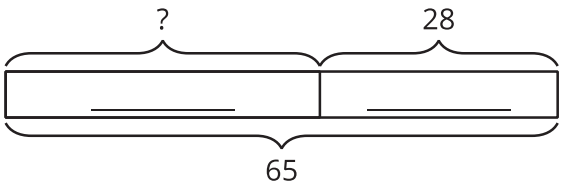
    How many seeds do they have in all?

Section Summary

Section Summary

In this section, we solved many different kinds of story problems. We used diagrams and equations to make sense of problems.

Jada started with some seeds. Then she won 28 seeds from Elena. Now she has 65 seeds. How many seeds did Jada have at the start?



$$? + 28 = 65$$

We shared how we make sense of story problems, how we solve them, and what we learned from each other.

Lesson 15: Center Day 3

- Let's use diagrams to make our own story problems and solve them.

Warm-up: Number Talk: Subtract Multiples of 10

Find the value of each expression mentally.

- $25 - 10$

- $35 - 10$

- $35 - 20$

- $35 - 19$

15.2: Centers: Choice Time

Choose a center.

Target Numbers

Capture Squares

Five in a Row

Lesson 16: Our Market's Inventory

Warm-up: Notice and Wonder: The Shopping Cart

What do you notice? What do you wonder?

16.1: 100 Items

You sell 3 kinds of items in a store. At the beginning of each day you have:

- a total of 100 items
- less than 10 of one of the items
- more than 10 for the other 2

1. Choose 3 items to sell at your market. Write the names of the items in the first row.
2. Fill in the second row to show how much of each item you begin the day with.
3. Share your store set-up with your partner pair. Discuss:
    - the amount you have for each item
    - how you know that you have a total of 100 items at your store

names	item 1:	item 2:	item 3:
amount at the beginning of the day			
sales activity			
amount at the end of the day			

16.2: Buyers and Sellers

1. At your table, take turns rolling a number cube. Each person should roll three times. Record each roll.
    - Roll 1: _____
    - Roll 2: _____
    - Roll 3: _____

2. Buyers: You will buy a certain amount of each item. Use the numbers you rolled to make:
    - two-digit numbers
    - one-digit numbers

3. Sellers: After a sale, update the total number of items you have sold on your inventory sheet next to “sales activity.”

16.3: Sales Reports

1. Fill out the inventory sheet with the information from your sales from the previous activity.

	item 1	item 2	item 3	totals
starting amount				
number of items sold				
number of items left				
restock amount				

2. Summarize the activity of your store.

Section A: Practice Problems

1. **Pre-unit**

   There are 17 squirrels in a pine tree. There are 12 squirrels in an oak tree.

   a. How many fewer squirrels are in the oak tree than in the pine tree? Show your thinking.

   b. Write an equation for this situation.

2. **Pre-unit**

   Fill in the blank to make each equation true.

   a. $7 + 9 = _____$

   b. $15 - 8 = _____$

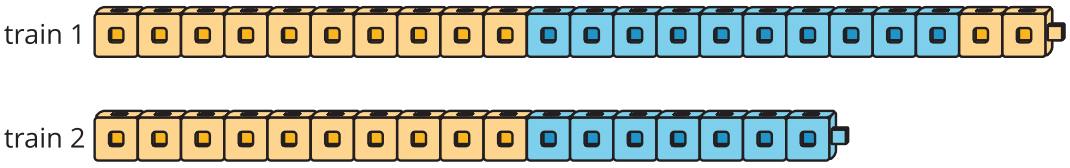
   c. $6 + _____ = 11$

   d. $_____ - 4 = 13$

3. **Pre-unit**

   There are some frogs in the pond. Then 5 more frogs jump into the pond. Now there are 11 frogs in the pond. How many frogs were in the pond? Show your thinking.

4. Here are some connecting cubes.



   a. How many connecting cubes are there altogether? Show your thinking.

   b. How many more cubes are there in train 1 than in train 2? Show your thinking.

(From Unit 2, Lesson 1.)

5. Find the number that makes each equation true in a way that makes sense to you. Show your thinking.

   a. $26 + 51 = _____$

   b. $35 + _____ = 67$

(From Unit 2, Lesson 2.)

6. There are 34 children in Mai's classroom. There are 21 children in Noah's classroom. How many more children are in Mai's classroom than in Noah's classroom? Show your thinking using drawings, numbers, or words and write an equation.

(From Unit 2, Lesson 3.)

7. **Exploration**

Jada added 3 different numbers between 1 and 9 and got 20.

a. What could Jada's numbers be? Give three different examples.

b. If Jada used 6, what are the other two numbers? Explain your reasoning.

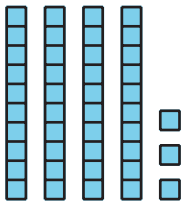
8. **Exploration**

a. Make a list of 10 pairs of numbers that add together to make 100.

b. What patterns do you notice in your pairs of numbers?

9. **Exploration**

Tyler likes representing addition using base-ten blocks. Here is how Tyler represented a sum.



a. How can Tyler's base-ten blocks help to find the solution to the equation $25 + _____ = 43$?

b. What other addition equations could Tyler's cubes show?

c. What could he do to make his meaning clearer?

Section B: Practice Problems

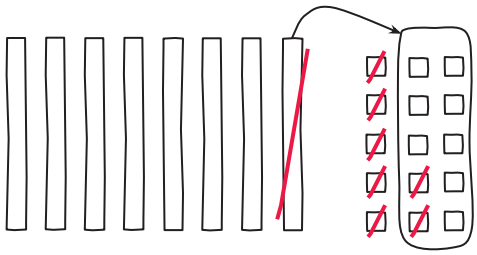
1. Find the value of each difference. Show your thinking.

   a. $60 - 5$

   b. $76 - 9$

(From Unit 2, Lesson 5.)

2. Here is Mai's work with a subtraction expression.



a. What subtraction expression does Mai's diagram show?

b. What is the value of the expression?

c. Use Mai's method to find the value of $51 - 9$.

(From Unit 2, Lesson 6.)

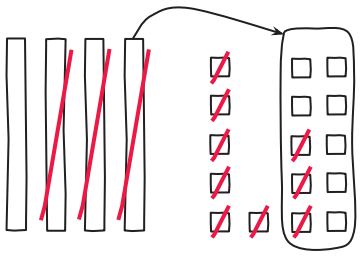
3. Find the value of $55 - 39$. Show your thinking. Use blocks if it helps.

(From Unit 2, Lesson 7.)

4. Here is how Clare found the value of $46 - 29$.

$46 - 20 = 26$
$26 - 6 = 20$
$20 - 3 = 17$
$46 - 28 = 17$

Here is how Han found the value of $46 - 29$.



How are Han's and Clare's calculations the same?

How are they different?

(From Unit 2, Lesson 8.)

5. Find the value of each expression. Show your thinking.

a. $35 + 57$

b. $81 - 43$

(From Unit 2, Lesson 9.)

6. **Exploration**

Here is Han's method for finding the value of $73 - 58$.

$58 + 2 = 60$
$60 + 10 = 70$
$70 + 3 = 73$
$2 + 10 + 3 = 15$

a. Show each step of Han's work with base-ten blocks.

b. Explain or show why Han's method works.

7. **Exploration**

Here is Jada's method for finding the value of $73 - 58$.

$73 - 60 = 13$

$13 + 2 = 15$

a. Explain why Jada's method works.

b. Use Jada's method to find the value of $85 - 49$.

Section C: Practice Problems

1. There are some comic books on the shelf.
   Mai puts 18 more comic books on the shelf.
   Now there are 47 comic books on the shelf.
   How many comic books were on the shelf?

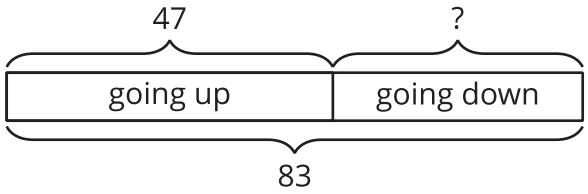
   a. Draw a diagram representing the situation.

   b. How many comic books are on the shelf now? Explain or show your thinking.

(From Unit 2, Lesson 11.)

2. There are 83 people on the stairs. 47 of them are going up and some of them are coming down.

   a. Explain why the tape diagram shows the story.



   b. How many people are coming down the stairs? Explain or show your reasoning.

(From Unit 2, Lesson 12.)

3. Lin read 25 pages of a book. Clare was reading the same book. Lin read 19 fewer pages of the book than Clare.

   a. Draw a diagram representing the situation.

   b. Write an equation using a question mark for the unknown value.

   c. How many pages did Clare read? Explain or show your reasoning.

(From Unit 2, Lesson 13.)

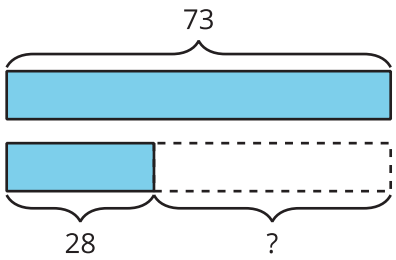
4. a. At a lake, there are 42 people swimming. Then 25 more people go to swim in the lake. How many people are swimming in the lake? Explain or show your reasoning.

b. Now there are 18 fewer people swimming in the lake than there are playing on the beach. How many people are playing on the beach? Explain or show your reasoning.

(From Unit 2, Lesson 14.)

5. **Exploration**

Here is a tape diagram.



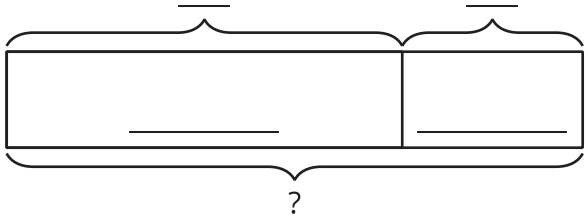
a. Write a story problem that could be represented by the tape diagram.

b. Label the tape diagram to match your story.

c. Solve your story problem.

6. **Exploration**

a. Write a story problem that this tape diagram could represent.



b. Fill in the tape diagram with the information from your story.

c. Solve your story problem.

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