

WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward jumps to find the distance

OW-G2-092 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 46 - 15 = ___. Count up from the smaller number.

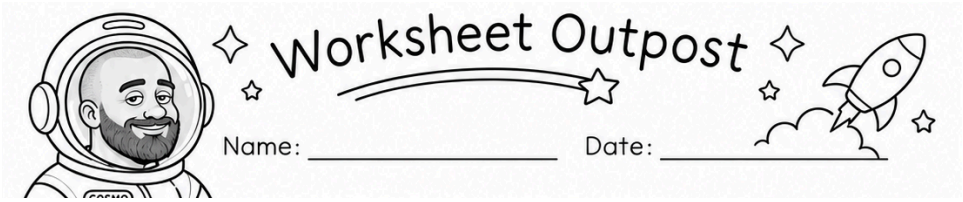
2. 66 - 26 = ___. Count up from the smaller number.

3. 76 - 27 = ___. Count up from the smaller number.

4. 80 - 19 = ___. Count up from the smaller number.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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OW-G2-092 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 46 - 15 = ___. Count up from the smaller number.



2. 66 - 26 = ___. Count up from the smaller number.



3. 76 - 27 = ___. Count up from the smaller number.

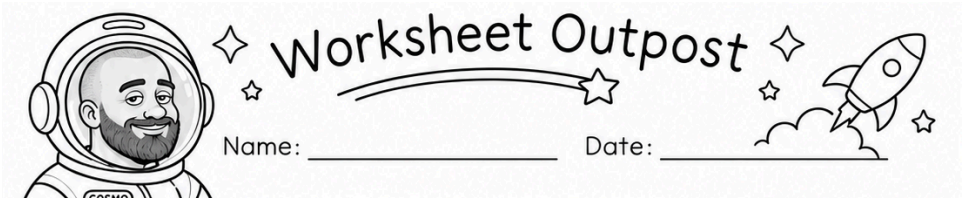


4. 80 - 19 = ___. Count up from the smaller number.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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Forward jumps to find the distance

OW-G2-092 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 46 - 15 = ___. Count up from the smaller number.

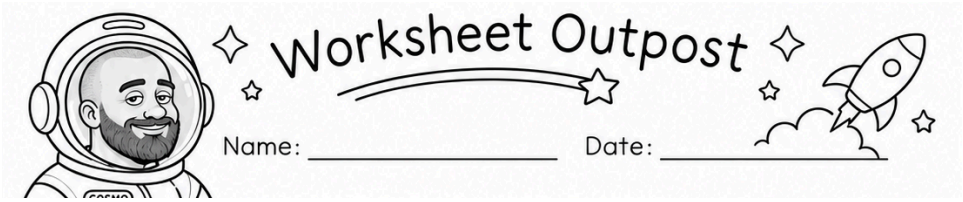
2. 66 - 26 = ___. Count up from the smaller number.

3. 76 - 27 = ___. Count up from the smaller number.

4. 80 - 19 = ___. Count up from the smaller number.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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Forward jumps to find the distance

OW-G2-092 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 46 - 15 = ___. Count up from the smaller number.

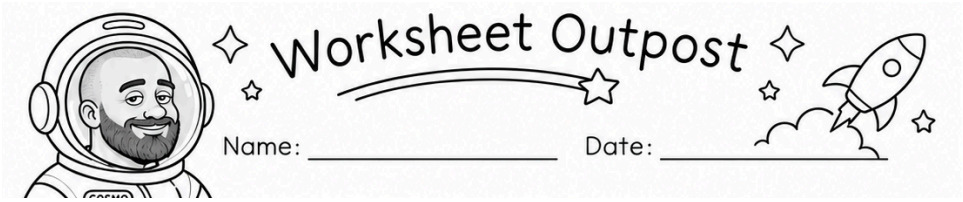
2. 66 - 26 = ___. Count up from the smaller number.

3. 76 - 27 = ___. Count up from the smaller number.

4. 80 - 19 = ___. Count up from the smaller number.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



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Forward jumps to find the distance

OW-G2-092 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 46 - 15 = ___. Count up from the smaller number.



2. 66 - 26 = ___. Count up from the smaller number.



3. 76 - 27 = ___. Count up from the smaller number.



4. 80 - 19 = ___. Count up from the smaller number.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.