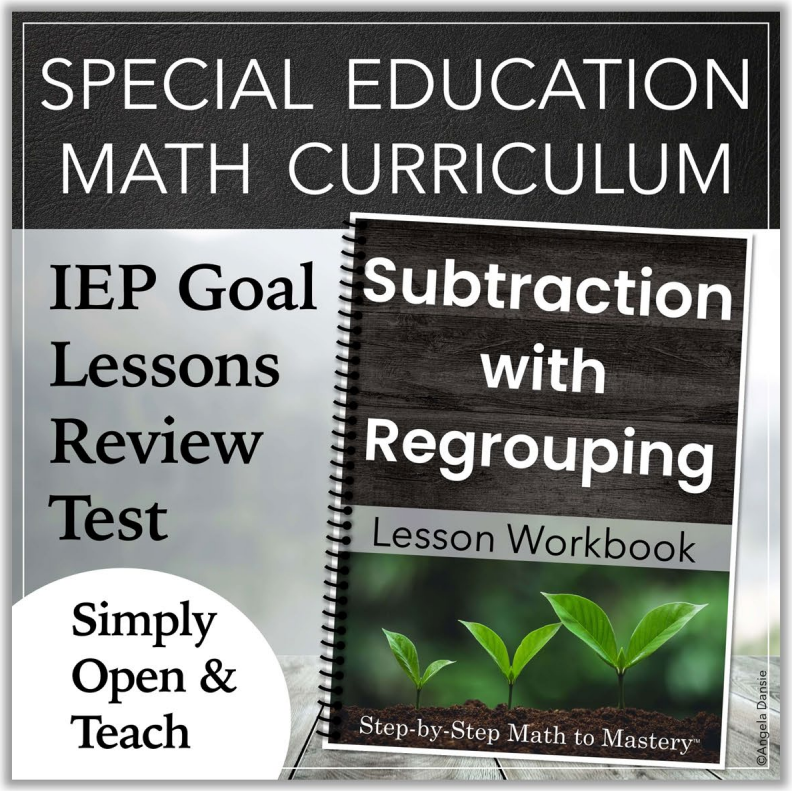
Step-by-Step

Math to Mastery

FOR SPECIAL EDUCATION & INTERVENTION

Preview & Sample Lesson



Hello!

I'm excited to show you my updated Step-by-Step Math to Mastery™ resources!

This preview will answer several frequently asked questions and give you a chance to see a sample lesson straight from the workbook.

If you have more questions or would like to request a product catalog don't hesitate to email me.

Angela Dansie
angela@mathtomastery.com

Skip to Sample Lesson

Have a question? Click to the Answer

Standards-Based

K-5th grade standards addressing numbers, addition, subtraction, multiplication, division, fractions, and decimals are covered.
The lesson workbooks are linked to Common Core State Standards so the standards can be referenced when writing IEP goals. Not every math standard is taught. These resources are focused on mastering essential foundational skills in a straightforward way.

An example IEP goal and objectives are included in each lesson workbook, along with the corresponding standard(s).

Evidence-Based

High-Leverage Practices in Special Education found in Step-by-Step Math to Mastery materials include:

- #12 Systematically Design Instruction Towards Learning Goals
- #14 Use Cognitive and Metacognitive Strategies (Schema Instruction)
- #15 Provide Scaffolded Supports
- #16 Use Explicit Instruction

Teacher-directed instruction is explicit and systematic. Skills are broken down into small steps, reducing cognitive load. Lessons progress incrementally from basic to more complex procedures. Clear, precise language is used so teachers and paraeducators can explain model problems simply and consistently.

Word problems are taught using schema-based instruction.

Special Learners

Step-by-Step Math to Mastery™ resources were created for students who need extra support, preferably in a small group or 1-on-1 setting. These lessons have been used in special education classrooms, intervention groups, Title 1 and English language learner programs, after school tutoring, and in homeschools.

Many math books simultaneously introduce two or more problem-solving strategies. This often confuses struggling students. In these lessons, only one strategy is taught at a time for students to master before moving to the next step.

These lessons could benefit all students, especially students who have:

• **Attention difficulties**—minimal visual clutter, short lessons, simple instructions, clear stopping point

• **Learning disabilities**—objectives are carefully sequenced in small chunks with explicit step-by-step instruction and many practice repetitions

• **Slower processing speed**—accuracy is emphasized rather than speed; mastering a skill will increase automaticity

• **Language difficulties**—
Receptive Language: Teacher directions and vocabulary are simple, consistent, and concise.
Expressive Language: Rather than asking students with limited verbal skills to 'explain their thinking', teach them how to state the steps they are following.

• **Executive functioning difficulties**—clear expectations and predictable routine, organized layout with white space and fewer problems per page

• **Fine motor issues**—larger font and space for writing answers; students are not asked to write many words or sentences

Student Success

I get feedback from teachers and parents of students in elementary, middle school, and high school. What I love most is hearing about a student's success.

I am using several of these units with a couple of students who experienced prenatal alcohol and drug exposure . . . **I have seen them go from being completely overwhelmed and shut down in math to being excited to show me their progress each day**. I cannot recommend these highly enough! –Melissa H.

This is hands down the best math resource I have found. My daughter wasn't retaining info from our previous curriculum so we were in need of a new approach. She has actually **retained what she is learning** with this. –Shelly G.

I've been looking for a good math intervention program for my students and this one is awesome! **My students are making so many gains! One of my students felt so successful that he asked for homework!** I liked this so much I got the entire program! –Jacqueline R.

This resource is amazing!! I have used it with my 3rd grade math intervention groups and my students are actually adding and subtracting with borrowing and regrouping. **I have seen such a huge growth** since using these pages! –Kelsie L.

I love the **confidence** this gives my students! –Kate S.

Amazing! Used in a resource room and students and their parents kept commenting how they wished the classroom teacher used this program. Highly recommend! –Jennifer M.

My students really enjoy this math. It is easier for them to understand than the curriculum the school is using. They need something very clear and straightforward and this is IT! –Tracey M.

I love the approach and routine to your math units and the multiplication was no exception! **Students with Intellectual Disability were multiplying with pride and parents were very tickled!** Great evidenced-based structure. –Melissa G.

Simple steps and explanations **helped my ELL students tremendously**. –L. G.

My intervention students have blossomed with using this resource. It is extremely thorough and guides the students through scaffolded steps to achieve competency. Couldn't ask for a better resource! –Lindsey D.

My 4th and 5th grader students with learning disabilities are **finally feeling successful in math**! –Kimberly D.

I used this resource to teach a child from Somalia how to regroup with subtraction. The explicit instruction was instrumental in helping the child conceptualize regrouping. I also appreciate the numerous sheets available for additional practice. Thank you! –Baudelina A.

This was exactly what I was going for. I've been using it all school-year and **I've never seen my kids make progress like they have**. –Danielle D.

Lesson Presentation

There is not just one right way to use the workbooks. They can be adapted to your student needs, your setting, and time constraints.

General guidelines for how to present model problems and prompt student responses are found on the next page.

Here is how I use the lesson workbooks:

My setting is a small group pull-out at the elementary level (mild/moderate). Students sit at a kidney table facing me and a white board behind me.

Warm-up:
- We begin with a number sense & place value warm-up.
- This may include skip counting, missing number flashcards, and a page from a daily practice workbook.

Model: 5 minutes
- I state the lesson objective and write one model problem on the white board at a time and think out loud while I demonstrate each step.
- I ask students to repeat and recite the steps, rules, and vocabulary with me.

Guided Practice: 10 minutes
- During guided practice I continue working problems on the board. I ask students for the next step as if they are coaching me through the problems.
- When they are answering confidently, I often have a student come to the board to work a problem. I've found students enjoy the chance to "be the teacher" and it gives the others a chance to practice being a respectful audience.

Independent Practice: 15 minutes (more or less)
- Students spread out and go to their individual tables/desks where they can focus quietly during this time.
- They work at their own pace, quietly, and raise their hands when finished so I can quickly check their work and give immediate feedback.
- Quick finishers might be given a set of fact flashcards or a fluency timing to practice while the others finish.

When I have a group that is answering accurately and flying at a faster pace, I reduce the number of practice problems and may do two lessons a day.

If we have time, we do a few word problems together or practice telling time or counting money—whatever I'd like to spend a few minutes reviewing.

Keep Students Engaged

"A responding student is a learning student."

Model each skill step-by-step and think out loud while you demonstrate.
Give many opportunities for each student to respond during *guided practice*.
Don't move to *independent practice* until students are confident with the skill.

Model: Teacher solves problems on the white board or on the paper so everyone can see. Talk through the problem out loud, step by step.

I look at . . .	I see that . . .	I remember . . .
I think . . .	I write . . .	I say . . .

Have students recite the steps and any new rules or vocabulary as you work.

"I add the ones column. What do I do?"
"The rule is . . . Say it with me . . ."
"(Vocab word) means . . . Say that with me . . ."

Guided Practice: Teacher and students work problems together.
Solve together on the white board, projector or teacher's paper.

1. Start → Teacher models correct response before asking a question
"First we look at the sign. What do we do first, everyone?"

2. Fade to → Whole group choral responses
"What is the next step, everyone?"

3. Fade to → Individual responses
"What numbers are in the tens column, . . . Andrew?"

4. Fade to → Solve on individual papers at the same time
Individual responses as you go through the steps together and students write on their papers
"Count back, ... Hailey." "What is the difference, ... Max?" "Everyone write it."

More Options →

- Invite students to come to the board and demonstrate solving problems and talking through the steps. Give each student a chance to be the "teacher" while others practice being a respectful audience.
- Pair students up with a partner. Both solve the same problem, then they quickly compare answers. Or they may take turns demonstrating how to solve a problem while the other watches and checks the answer.

Independent Practice: Students work quietly at their own pace. They may ask for help if needed, but encourage and praise independent work.

Easy to Teach

I know how many things special education teachers have on their plates. It is important to me to make these resources as simple to use as possible.

"I was so scared to buy this [K-5 Math Bundle] because of the price but after 2 months it has **easily saved me that much time** spent after my contracted hours putting things together. I can just **hand it to my paras and they can teach the students without me micromanaging**." –Whitney H.

The practicality of these units is off the charts!!! They make math time **so much easier for me to plan**!!
–Janelle M.

As a special ed teacher who provides push-in support to students at a variety of levels, your math interventions have been a **lifesaver** this year! I'm able to pinpoint where to start my kids, can **easily align it to the standards**, and I don't end up spending hours sifting through websites online trying to find math work that will fit my kids' needs. Thank you! –Kimberly D.

This is a **godsend for teachers who have to program for a wide range of abilities, simultaneously**. –Juliana R.

I love all of your bundles. They **make doing math a breeze** with my kiddos. It used to take me hours to prep and think of what to do - because I have **four different levels in my classroom**. Now I just follow your curriculum for each different level. Thanks for your great stuff. –Marci G.

This resource is **easy to use for my students and paras**. Thanks! –Rachel W.

I was looking for a resource for my 1st and 2nd grade resource room. General education materials made teaching math cumbersome. I felt like I spent more time teaching the various components of the program and teaching math was secondary. This is just what I needed to **make math manageable** for my special learners. I love that examples are concrete and instruction is direct. Thank you so much! –Sherri H.

This is a great resource for math rotations. I teach 4-8 AU/ED/ID in a self-contained classroom in a public separate school. My **capable para is able to implement this easily and it is effective** in teaching the students.
–Emily S.

This is an excellent resource for those self-contained special education teachers that have to reinvent the wheel to put together a curriculum to meet the needs of their students that are not low enough to take the alternate assessment.. –Success Beyond the Box Teaching Materials

I can't say enough about this resource. Best I've ever bought from TPT. I have four grades in my classroom, at the same time. **This makes math time stress free, while everyone works on** what they need to target. Thank you!
–Everyday I'm Teaching It

It works perfect for having a para work with the student. –Jennifer B.

Prep & Organize

Once you have decided which lessons to teach, you may want to print and bind individual student workbooks.

1. Print the student booklet cover onto colored cardstock for a bit of durability
2. Print the lesson pages double-sided. Black & white, no color ink needed.
3. Bind the workbook together using what you have (staple, spiral binding, three-hole punched in a binder, or with binder rings)

In my classroom . . .

- I would plan what I would teach the coming month and spend an hour of my prep time printing and assembling student workbooks.
- The method I used was a double-hole-punch at the top, fastening booklets together with two 1" binder rings. I fastened workbooks at the top to avoid anything on the sides interfering with handwriting.
- Each math group had a separate Sterilite™ bin to store the workbooks in as well as any flashcards or base ten blocks or other manipulatives.
- After students finished a workbook I would take the binder rings out and staple the book to send home. Then I re-used the binder rings in the next workbook.

I know these lessons are a lot of pages, and it can be a concern when you are limited in the number of pages you may print and copy. If you live in an area with a print shop it may be worth looking into having them printed there if your school will reimburse you.

Printed coil-bound workbooks are available at mathtomastery.com so you can save your prep time for other things and have professionally printed workbooks delivered to your door. Just another option to consider!

Suggested Sequence

Placement Test

Visit mathtomastery.com to download a free placement test.

Step-by-Step Math to Mastery™ Lesson Workbook Sequence

Basic Addition and Subtraction

- ❑ 1. Addition and Subtraction: Numbers to 10
- ❑ 2. Addition and Subtraction: Word Problems
- ❑ 3. Addition and Subtraction: Three Addends and Teen Numbers
- ❑ 4. Addition and Subtraction: Fact Families, Missing Addends, Making Ten

Multi-Digit Addition and Subtraction

- ❑ 5. Addition: Two- Three- and Four-Digit Numbers
- ❑ 6. Subtraction: Two- Three- and Four-Digit Numbers

Basic Multiplication and Division

- ❑ 7. Multiplication: Concepts and Factors to 10
- ❑ 8. Division: Concepts and Divisors to 10
- ❑ 9. Multiply & Divide: Word Problems, Missing Factors, Fact Families

Multi-Digit Multiplication and Division

- ❑ 10. Multiplication: One-Digit by Multi-Digit Factors
- ❑ 11. Multiplication: Multi-Digit Factors and Distributive Property
- ❑ 12. Division: Long Division with One-Digit Divisors
- ❑ 13. Division: Long Division with Two-Digit Divisors

Fractions

- ❑ 14. Fractions: Basic Concepts
- ❑ 15. Fractions: Representing Fractions on a Number Line
- ❑ 16. Fractions: Add and Subtract Like Denominators
- ❑ 17. Fractions: Multiply Fractions and Convert to Mixed Numbers
- ❑ 18. Fractions: Add and Subtract Unlike Denominators
- ❑ 19. Fractions: Divide and Simplify Fractions

Decimals

- ❑ 20. Decimals: Read, Write, Compare and Round
- ❑ 21. Decimals: Add and Subtract, Multiply and Divide
- ❑ 22. Decimals: Convert Between Percent, Decimals, and Fractions

Suggested Sequence

Supporting Resources

Number Sense & Place Value

- ❑ Numbers 0 to 20 Count, Read, & Write Numbers
- ❑ Numbers 1 to 120 Place Value & Number Sense Daily Practice
- ❑ Numbers 120 to 999 Place Value & Number Sense Daily Practice
- ❑ Hundreds: Expanded Form, Comparing, & Rounding Off
- ❑ Thousands: Expanded Form, Comparing, & Rounding Off

Fact Fluency

- ❑ Addition & Subtraction Timings, Flashcards & Games
- ❑ Multiplication & Division Timings, Flashcards & Games

Other

- ❑ Telling Time to the Nearest 5 Minutes
- ❑ Counting Money: Coins and Dollar Bills
- ❑ Shapes: Flat and Solid Practice Sheets

These resources may be used alone or with the computation lesson workbooks on the previous page.

Number sense and place value practice sheets are a great daily warm-up routine or entrance activity.

Fact fluency timings: Addition timings may be started after students can add sums to 10. Multiplication timings can begin after students have learned to multiply by 5's, 2's, and 3's.

Telling time and counting money may be taught any time after students are confident skip counting by 5's.

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Step-by-Step

Math to Mastery

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Contact Information

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I appreciate your feedback. I love to hear about your students' experiences and progress. You can contact me with comments or questions by emailing angela@mathtomastery.com. I do my best to provide error-free materials, but if you find a typo feel free to email and tell me so I can quickly correct it. Thank you for your support!

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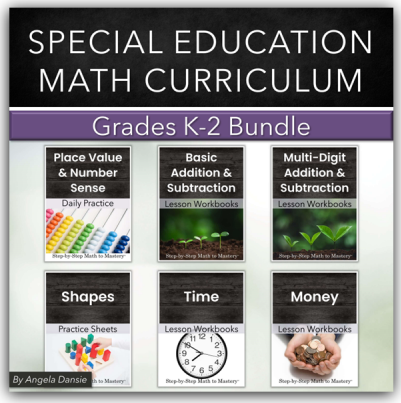

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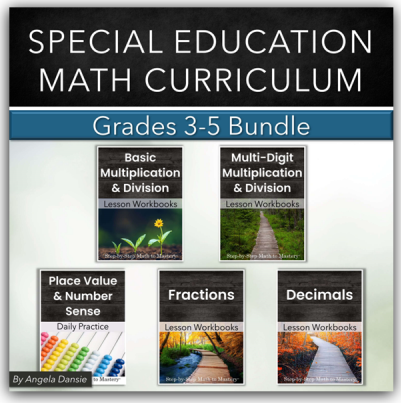

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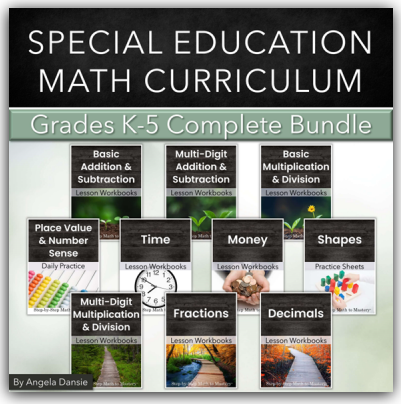

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Sample Lesson

In this sample you will see:

- Table of Contents
- Example IEP Goal & Objectives
- Overview & Suggestions for Use
- 3 Lessons
- Word Problems

A few things to notice as you look at the lesson . . .

Consistent & Predictable Format:

- "I Can" statements at the top of each page state lesson objective
- Model (I do), Guided Practice (We do), Independent Practice (You do)
- Uncluttered. White space and fewer problems on each page

Open and Teach. Paraeducator-Friendly.

- There is no separate lesson plan or teacher manual. The lesson workbook contains all that is needed for both the student and teacher.
- Steps to follow are printed next to each model. These written steps can be used to help the teacher "think out loud" while demonstrating.
- This makes it easy to give to a paraeducator to use. S/he doesn't need a detailed script because the lessons are formatted to be predictable and simple. Once familiar with the format, adjustments can easily be made to the number of practice repetitions each student needs.

On some pages there may be quite a bit of text. Please realize that the written step-by-step instructions on each page are to help the teacher be clear and consistent during modeling and guided practice, not for the students to read and make sense of independently.

Step-by-Step Math to Mastery™

Subtraction with Regrouping

Table of Contents:

Step-by-Step Math to Mastery™

Subtraction with Regrouping

Table of Contents:

Subtraction with Regrouping

Standards & IEP Goal

Second Grade CCSS.MATH.CONTENT.2.NBT.B.5
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Second Grade CCSS.MATH.CONTENT.2.NBT.B.7
Add and subtract within 1000 . . . Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Third Grade CCSS.MATH.CONTENT.3.NBT.A.2
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Fourth Grade CCSS.MATH.CONTENT.4.NBT.B.4
Fluently add and subtract multi-digit whole numbers using the standard algorithm.

IEP Goal Example:

By (month/year), when given multi-digit subtraction problems with regrouping, (student name) will write the answers with at least 85% accuracy across 3 consecutive trials. Progress will be monitored using classroom-based assessments every two weeks.

Objectives:

- Two-digit subtraction, regroup from tens to ones
- Two-digit subtraction, rewrite vertically to solve one-step word problems

- Three-digit subtraction, regroup from tens to ones
- Three-digit subtraction, regroup from hundreds to tens
- Three-digit subtraction, regroup from both hundreds and tens
- Three-digit subtraction, regroup with a zero in the tens place of the minuend
- Three-digit subtraction, rewrite vertically to solve one-step word problems

- Four-digit subtraction, regroup from thousands to hundreds
- Four-digit subtraction, regroup with a zero in either the tens or hundreds place
- Four-digit subtraction, regroup with zeros in both the tens and hundreds place
- Four-digit subtraction, from 1000 and 1100
- Four-digit subtraction, rewrite vertically to solve one-step word problems

Word Problems: Addition & Subtraction

Standards & IEP Goal

Second Grade CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

IEP Goal Example:

By (month/year), when given two- and three-digit addition and subtraction word problems, student will write an equation and solve for the answer with at least 85% accuracy across 3 trials. Progress will be measured using curriculum-based assessments.

Objectives:

- Identify whether the problem is joining, separating, comparing, combining, or looking for a part
- Decide whether to add or subtract to find the unknown
- Write an equation to solve the problem

Step-by-Step Math to Mastery™

Multiplication: Multi-Digit

Overview and Suggestions for Use:

Subtraction with Regrouping

These lessons teach the standard algorithm for subtracting multi-digit numbers with regrouping (borrowing). First, students learn about the concept of regrouping and recognize when they need to borrow. Five different "Regrouping Stories" can be used to teach the concept of regrouping. There are problem sets for two-digit, three-digit, and four-digit numbers, as well as lessons targeting borrowing across zeros. Each section has its own word problems, review, and test. With this one workbook, students can progress incrementally from second to third to fourth grade subtraction standards.

Prerequisite Skills Pre-tests are provided to check for these prerequisite skills:

Subtracting Double-Digit Numbers with No Regrouping

- If students have difficulty subtracting without regrouping, emphasize memorizing basic subtraction facts.

Quantity Discrimination (greater and less than)

- In order to know whether borrowing is necessary, students must recognize when the minuend digit is less than the subtrahend.

Subtracting 1 From Any Number

- A necessary step in borrowing is mentally subtracting 1 from the next column
- Students should be fluent when subtracting 1 from numbers ending in zero (e.g. 30 – 1) in order to regroup across zeros.

Adding 10 to a Number

- After borrowing a ten from the tens column, students need to mentally add it to the ones column
- Students should understand a single-digit number plus 10 equals a teen number.

Subtracting a Single-Digit from a Teen Number

- e.g. 13 – 5 =

Place Value

- Students need to recognize that a multi-digit number can be broken into parts based on the place value of each digit. (e.g. 35 = 3 tens and 5 ones)
- When working across zeros, students will be taught that 405 = 40 tens and 5 ones. After regrouping they will have 39 tens and 15 ones.

Step-by-Step Math to Mastery™

Multiplication: Multi-Digit

Overview and Suggestions for Use:

Word Problems

This section is a collection of paired word problems. It contains 40 word problems with 2 versions.

Version 1: Two-digit numbers with regrouping

Version 2: Three-digit numbers with regrouping

There is an addition and subtraction problem on each page. Each version contains:

- 8 joining vs. separating problems,
- 11 combining vs. comparing problems
- 21 whole vs. part problems

Each word problem has a structured space for solving. Prompts guide students through each step:

1. Identify the type of problem
2. Decide to add or subtract
3. Write an equation to solve

These pages can be used as daily practice, a page or two at the beginning or end of a lesson. Since the focus is on making sense of problems and not on the "how" of adding and subtracting, I suggest using these pages only after students are comfortable with regrouping (carrying and borrowing).

Step-by-Step

Math to Mastery Lesson Workbook

Subtraction

With Regrouping

Name _____

Name _____

Two-Digit Subtraction D

I Can Borrow a Ten When I Subtract

Model:

Tens	Ones
3	16
~~4~~	~~6~~
- 1	7
2	9

Tens	Ones
2	5
- 1	6

1. Look at the sign. We are subtracting.
2. Look at the ones column.
3. Is the bigger number on top?
   - ❑ Yes. Go ahead and subtract.
   - ❑ No. Stop and borrow.
4. To Borrow:
   - ❑ Go next door. Cross it out. \
   - ❑ Write one less above it. -1
   - ❑ Come back home. Cross it out. \
   - ❑ Write ten more above it. +10
5. Subtract the ones column, then the tens.

Guided Practice:

Tens	Ones
4	3
- 2	6

Tens	Ones
5	2
-	9

Tens	Ones
8	6
- 3	7

Tens	Ones
7	3
- 4	8

Tens	Ones
4	6
- 1	8

Tens	Ones
3	4
- 2	7

Tens	Ones
9	1
- 2	6

Tens	Ones
2	4
-	5

Name _____

Two-Digit Subtraction D

I Can Borrow a Ten When I Subtract

Independent Practice:

Steps:

1. Look at the ones. Is the bigger number on top?
   - ❑ Yes. Go ahead and subtract.
   - ❑ No. Stop and borrow.
2. To Borrow:
   - ❑ Go next door. Cross it out. \
   - ❑ Write one less above it. -1
   - ❑ Come back home. Cross it out. \
   - ❑ Write ten more above it. +10
3. Subtract the ones column, then the tens.

a.

Tens	Ones
3	6
- 1	9

b.

Tens	Ones
3	5
- 2	7

c.

Tens	Ones
5	6
- 1	8

d.

Tens	Ones
4	4
- 1	7

e.

Tens	Ones
7	3
-	8

f.

Tens	Ones
4	2
- 2	4

g.

Tens	Ones
5	3
-	9

h.

Tens	Ones
6	5
- 3	7

i.

Tens	Ones
9	3
- 3	5

Name _____

Subtract Three-Digit Numbers: Word Problems

Peter's family owns a pizza place. He helps his parents order ingredients. Help him figure out how much he needs to order.

	4	9	10
	5	0	0
−	2	7	6
	2	2	4

We need to keep 500 pieces of pepperoni in stock. Right now we only have 276. How many pieces do we need to order?

We need to have 200 mushrooms in stock. We only have 65 right now. How many mushrooms do I need to order?

We need to have 600 cans of tomatoes. Right now we only have 402. How many cans do I need to order?

We need to have 400 peppers. Right now we only have 136 peppers. How many do I need to order?

We need to have 500 olives. Right now we only have 237. How many olives do I need to order?

Name _____

Three-Digit Subtraction X

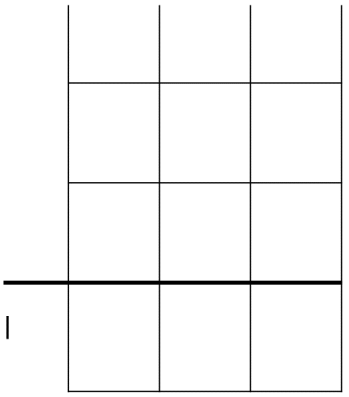
I Can Subtract Three-Digit Numbers to Solve Word Problems

Independent Practice:

Peter's family owns a pizza place.
He orders the ingredients.
He needs your help figuring out how much he should buy.

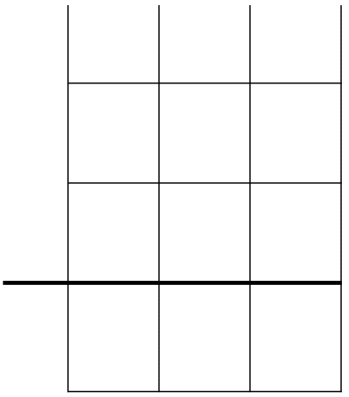
a.

We need to have 300 pieces of bacon. We only have 125 right now. How many pieces of bacon should I order?



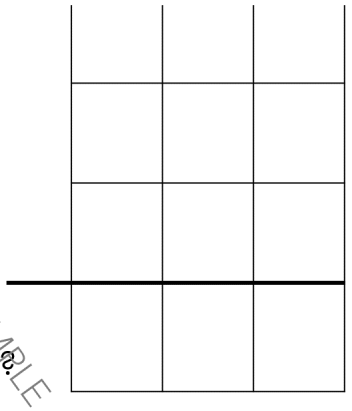
b.

We need to have 700 pounds of flour in stock. Right now we have 230 pounds. How many should I order?



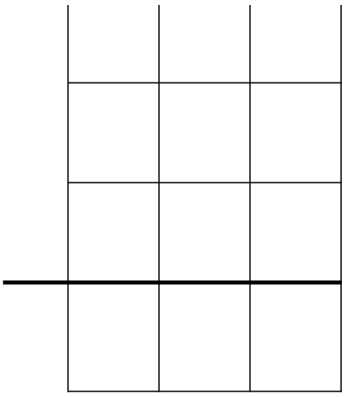
c.

We need to have 200 blocks of cheese. We only have 138 right now. How many blocks do I need to order?



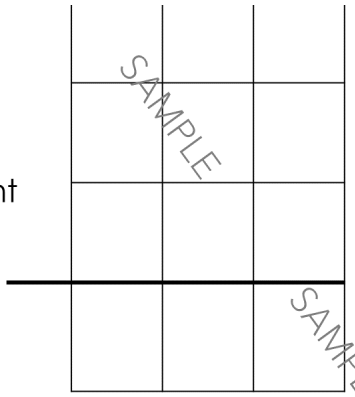
d.

We need to have 400 onion slices. We only have 346 now. How many do I need to order?



e.

We need to have 500 ounces of sausage. Right now we have 304. How many should I order?

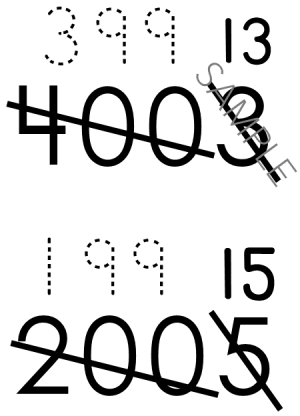


Name _____

Four-Digit Subtraction J

I Can Borrow Across Two Zeros

Model:



What happens when I go next door to borrow, but there is a zero there?

Keep walking until you get to a digit that is not a zero.

- ❑ Cross out that digit and the zeros behind it
- ❑ Write one less above them
  - For example, if you crossed out 400, write 399 above it.
- ❑ Come back home. Cross it out. \
- ❑ Write ten more above it. +10

Guided Practice:

"Minus 1" and write the number above the digits that were borrowed from.

☐ 11 8001	☐ 13 6003	☐ 12 9002
☐ 18 7008	☐ 17 3007	☐ 14 5004
☐ 14 3004	☐ 15 2005	☐ 16 4006

Name _____

Four-Digit Subtraction J

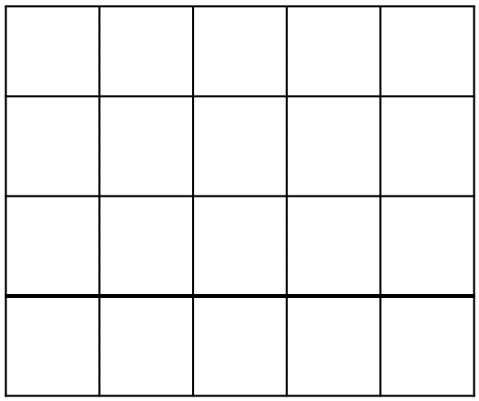
I Can Borrow Across Two Zeros

Independent Practice:		
"Minus 1" and write the number above the digits that were borrowed from.		
14 ~~2004~~	18 ~~4008~~	11 ~~6001~~
17 ~~3007~~	15 ~~2005~~	16 ~~8006~~
15 ~~4005~~	14 ~~5004~~	19 ~~7009~~
13 ~~6003~~	17 ~~8007~~	12 ~~9002~~
16 ~~5006~~	18 ~~7008~~	11 ~~3001~~

Add or Subtract?

Kent bought a bike for 723 dollars. A bike rack for his car cost 364 dollars. How much did he pay for both the bike and rack?

_____ dollars



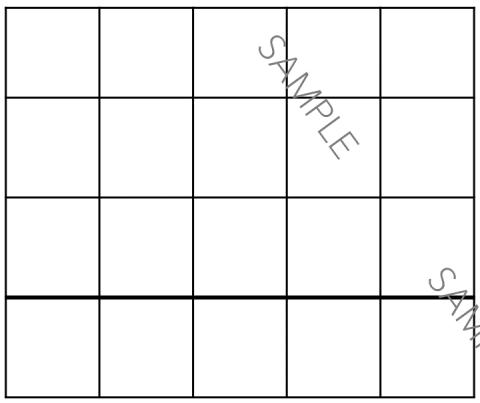
I am looking for:

☐ the whole total, so I add +

☐ a part, so I subtract –

Carrie wants to buy a bike that costs 817 dollars. She has earned 230 dollars so far. How much does she have left to earn before she can buy the bike?

_____ dollars



I am looking for:

☐ the whole total, so I add +

☐ a part, so I subtract –