Learning Target: I will subtract 2-digit numbers

Session 1: Guided Practice (We Do)

Materials:
- Base-Ten Blocks (10 tens and 20 ones)
- Place-value Cards (2 sets)

We Do Together: (Teacher Actions)
- Say the subtraction problem.
- Use base-ten blocks and place-value cards to subtract the 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>87 - 45</td>
</tr>
<tr>
<td>2.</td>
<td>40 - 12</td>
</tr>
<tr>
<td>3.</td>
<td>63 - 19</td>
</tr>
<tr>
<td>4.</td>
<td>75 - 68</td>
</tr>
</tbody>
</table>

You Do Together: (As a class, or in small groups)
- Students take turns leading and repeat the steps to subtract 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>93 - 28</td>
</tr>
<tr>
<td>6.</td>
<td>56 - 39</td>
</tr>
<tr>
<td>7.</td>
<td>60 - 25</td>
</tr>
<tr>
<td>8.</td>
<td>45 - 12</td>
</tr>
<tr>
<td>9.</td>
<td>74 - 68</td>
</tr>
<tr>
<td>10.</td>
<td>90 - 47</td>
</tr>
</tbody>
</table>
Quick Check - Form A

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. \[ \begin{array}{c}
57 \\
-12
\end{array} \]

2. \[ 70 - 38 = \phantom{00} \]

3. \[ 92 - 74 = \phantom{00} \]

4. \[ \begin{array}{c}
67 \\
-29
\end{array} \]
Growth Chart

Name__________________________________  Date________

Learning Target:  I will subtract 2-digit numbers.

Goal:  3 out of 4 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 4:</td>
<td></td>
<td></td>
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<tr>
<td>Session 5:</td>
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<td>Session 6:</td>
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<tr>
<td>Session 7:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 8:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will subtract 2-digit numbers

Session 2: Guided Practice (We Do)

Materials:
- Base-Ten Blocks (10 tens and 20 ones)
- Place-value Cards (2 sets – See Session 1)

We Do Together: (Teacher Actions)
- Say the subtraction problem.
- Use base-ten blocks and place-value cards to subtract the 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>78 - 45</td>
</tr>
<tr>
<td>2</td>
<td>50 - 13</td>
</tr>
<tr>
<td>3</td>
<td>62 - 39</td>
</tr>
<tr>
<td>4</td>
<td>83 - 68</td>
</tr>
</tbody>
</table>

You Do Together: (As a class, or in small groups)
- Students take turns leading and repeat the steps to subtract 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>83 - 27</td>
</tr>
<tr>
<td>6</td>
<td>46 - 19</td>
</tr>
<tr>
<td>7</td>
<td>70 - 25</td>
</tr>
<tr>
<td>8</td>
<td>65 - 23</td>
</tr>
<tr>
<td>9</td>
<td>42 - 38</td>
</tr>
<tr>
<td>10</td>
<td>50 - 37</td>
</tr>
</tbody>
</table>
Quick Check - Form B

Name__________________________________  Date________

**Learning Target:** I will subtract 2-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | 46  
   | \( -19 \) |
| 2. | 63  
    | \( -27 \) |
| 3. | 80  
    | \( -47 \) |
| 4. | 85  
    | \( -61 \) |
Learning Target: I will subtract 2-digit numbers

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.
➢ Use a base-ten drawing to subtract the 2-digit numbers.

1. 

\[
\begin{array}{c}
84 \\
\underline{-38}
\end{array}
\]

2. 

\[
\begin{array}{c}
43 \\
\underline{-37}
\end{array}
\]

3. 

\[
\begin{array}{c}
60 \\
\underline{-29}
\end{array}
\]
Learning Target: I will subtract 2-digit numbers

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract the 2-digit numbers.

4. 

\[
\begin{array}{c}
74 \\
-46 \\
\end{array}
\]

5. 

\[
\begin{array}{c}
50 \\
-13 \\
\end{array}
\]

6. 

\[
\begin{array}{c}
78 \\
-49 \\
\end{array}
\]
Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>90</td>
<td>78 - 23 = _____</td>
</tr>
<tr>
<td>-27</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>62 - 18 = _____</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>-57</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract 2-digit numbers

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use a base-ten drawing to subtract the 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>
|     | \[75\]  
|     | \[–37\]  
| 2. |   |
|     | \[52\]  
|     | \[–28\]  
| 3. |   |
|     | \[70\]  
|     | \[–26\]  

Learning Target: I will subtract 2-digit numbers

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract the 2-digit numbers.

4.  
   \[
   \begin{array}{c}
   83 \\
   \hline
   -35 \\
   \end{array}
   \]

5.  
   \[
   \begin{array}{c}
   60 \\
   \hline
   -17 \\
   \end{array}
   \]

6.  
   \[
   \begin{array}{c}
   68 \\
   \hline
   -39 \\
   \end{array}
   \]
Quick Check - Form D

Name___________________   Date________

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. \[
75 \\
-57
\]

2. \[
43 - 19 = _____
\]

3. \[
57 - 42 = _____
\]

4. \[
80 \\
-52
\]
Learning Target: I will subtract 2-digit numbers

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use a base-ten drawing to subtract the 2-digit numbers.

1. 
   
   \[
   \begin{array}{c}
   83 \\
   -29 \\
   \end{array}
   \]

2. 
   
   \[
   \begin{array}{c}
   45 \\
   -27 \\
   \end{array}
   \]

3. 
   
   \[
   \begin{array}{c}
   80 \\
   -18 \\
   \end{array}
   \]
Name ___________________________ Date _________

Learning Target: I will subtract 2-digit numbers

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to subtract the 2-digit numbers.

4.

6 3

- 4 6

5.

8 0

- 1 4

6.

7 4

- 3 8
Quick Check - Form E

Name__________________________________  Date________

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. \[ 57 \quad - \quad 12 \quad = \quad \]

2. \[ 70 \quad - \quad 38 \quad = \quad _____ \]

3. \[ 92 \quad - \quad 74 \quad = \quad _____ \]

4. \[ 67 \quad - \quad 29 \quad = \quad _____ \]
Learning Target: I will subtract 2-digit numbers

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use place-value understanding to subtract the 2-digit numbers.

1. 57
   - 39

2. 82
   - 25

3. 30
   - 16

4. 65
   - 28
Learning Target: I will subtract 2-digit numbers

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7 5</td>
<td>2 8</td>
</tr>
<tr>
<td>- 3 9</td>
<td>- 1 5</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>6 0</td>
<td>5 6</td>
</tr>
<tr>
<td>- 2 7</td>
<td>- 3 5</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>9 2</td>
<td>8 0</td>
</tr>
<tr>
<td>- 1 9</td>
<td>- 4 2</td>
</tr>
</tbody>
</table>
## Quick Check - Form F

Name____________________________ Date________

**Learning Target:** I will subtract 2-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 3 minutes)

1. 
   \[
   \begin{array}{c}
   46 \\
   \hline
   -19 \\
   \end{array}
   \]

2. 
   \[
   \begin{array}{c}
   63 \\
   \hline
   -27 \\
   \end{array}
   \]

3. 
   \[
   \begin{array}{c}
   80 \\
   \hline
   -47 \\
   \end{array}
   \]

4. 
   \[
   \begin{array}{c}
   85 \\
   \hline
   -61 \\
   \end{array}
   \]
Learning Target: I will subtract 2-digit numbers

Session 7: Guided Practice  (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.
➢ Use place-value understanding to subtract the 2-digit numbers.

1. \[
\begin{array}{c}
65 \\
-28 \\
\end{array}
\]

2. \[
\begin{array}{c}
73 \\
-36 \\
\end{array}
\]

3. \[
\begin{array}{c}
40 \\
-17 \\
\end{array}
\]

4. \[
\begin{array}{c}
84 \\
-39 \\
\end{array}
\]
Learning Target: I will subtract 2-digit numbers

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)
- Students take turns leading to subtract 2-digit numbers.

5. 

\[
\begin{array}{c}
74 \\
- 29 \\
\end{array}
\]

6. 

\[
\begin{array}{c}
37 \\
- 16 \\
\end{array}
\]

7. 

\[
\begin{array}{c}
70 \\
- 37 \\
\end{array}
\]

8. 

\[
\begin{array}{c}
67 \\
- 28 \\
\end{array}
\]

9. 

\[
\begin{array}{c}
91 \\
- 29 \\
\end{array}
\]

10. 

\[
\begin{array}{c}
60 \\
- 42 \\
\end{array}
\]
Quick Check - Form G

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>9 0</td>
<td>7 8 - 2 3 = ____</td>
</tr>
<tr>
<td>- 2 7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
</tr>
<tr>
<td>6 2 - 1 8 = ____</td>
<td>8 3</td>
</tr>
<tr>
<td></td>
<td>- 5 7</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract 2-digit numbers

**Session 8: Guided Practice (We Do)**

**We Do Together:** (Teacher Actions)

- Say the subtraction problem.
- Use place-value understanding to subtract the 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | 76  
   | -38 |
| 2. | 91  
   | -26 |
| 3. | 50  
   | -14 |
| 4. | 85  
   | -27 |
Learning Target: I will subtract 2-digit numbers

**Session 8: Guided Practice (We Do - Continued)**

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to subtract 2-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>8 6</td>
<td>4 5</td>
</tr>
<tr>
<td>- 3 8</td>
<td>- 1 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 0</td>
<td>5 4</td>
</tr>
<tr>
<td>- 2 4</td>
<td>- 2 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 3</td>
<td>9 0</td>
</tr>
<tr>
<td>- 2 9</td>
<td>- 3 2</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>7 5</td>
<td>4 3 − 1 9</td>
</tr>
<tr>
<td>− 5 7</td>
<td>= _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5 7 − 4 2</td>
<td>8 0</td>
</tr>
<tr>
<td>= _____</td>
<td>− 5 2</td>
</tr>
</tbody>
</table>