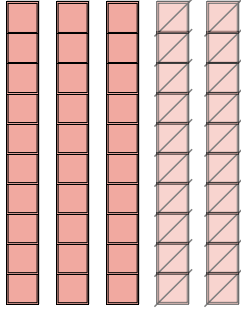


Name: _____

A.

$$50 - 20 = \underline{30}$$

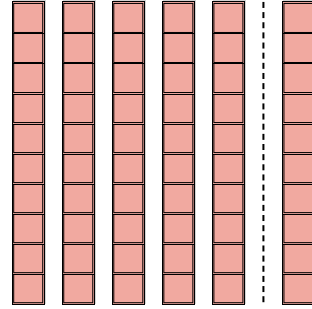


$$\boxed{5} - \boxed{2} = \boxed{3}$$

tens tens tens

B.

$$60 - 10 = \underline{\quad}$$

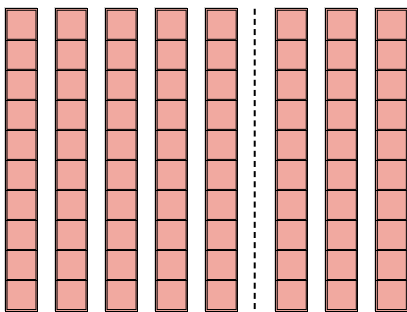


$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

tens ten tens

C.

$$80 - 40 = \underline{\quad}$$

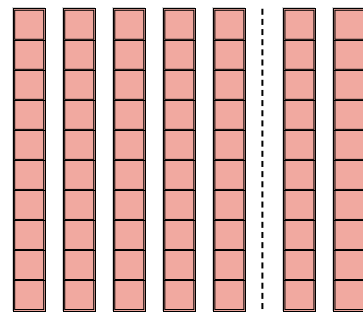


$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

tens tens tens

D.

$$70 - 50 = \underline{\quad}$$



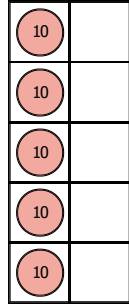
$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

tens tens tens

Name: _____

A.

$$50 - 30 = \underline{\quad}$$

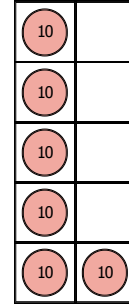


$$\begin{array}{|c|} \hline \square \\ \hline \end{array} - \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

tens tens tens

B.

$$60 - 20 = \underline{\quad}$$

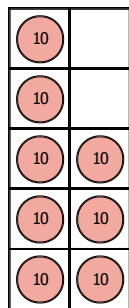


$$\begin{array}{|c|} \hline \square \\ \hline \end{array} - \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

tens tens tens

C.

$$80 - 50 = \underline{\quad}$$

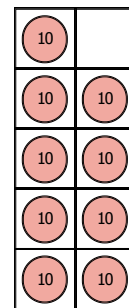


$$\begin{array}{|c|} \hline \square \\ \hline \end{array} - \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

tens tens tens

D.

$$90 - 40 = \underline{\quad}$$



$$\begin{array}{|c|} \hline \square \\ \hline \end{array} - \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

tens tens tens

Name: _____

A.

$$90 - 10 = \underline{\quad}$$

B.

$$80 - 60 = \underline{\quad}$$

C.

$$60 - 50 = \underline{\quad}$$

D.

$$70 - 40 = \underline{\quad}$$

E.

$$80 - 20 = \underline{\quad}$$

F.

$$50 - 30 = \underline{\quad}$$

Name: _____

Problem of the Day Lesson 118

8 kids have 8 groups of 10 fingers. They have 80 fingers, in all.



Barry



Gary



Harry



Jerry



Keri



Mary



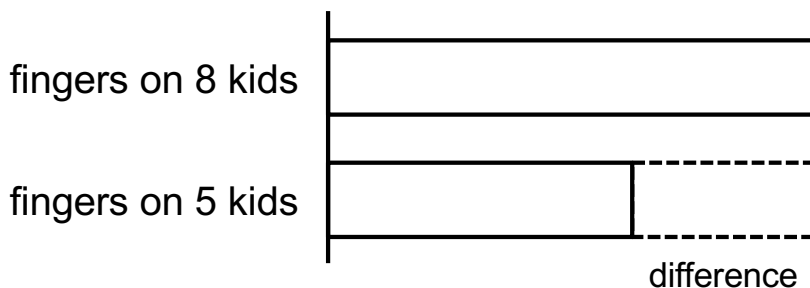
Sheri



Terri

a. How many fingers do 5 kids have? _____ tens = _____

b. Use a bar model to compare how many more fingers 8 kids have than 5 kids. Write a “?” for the difference.

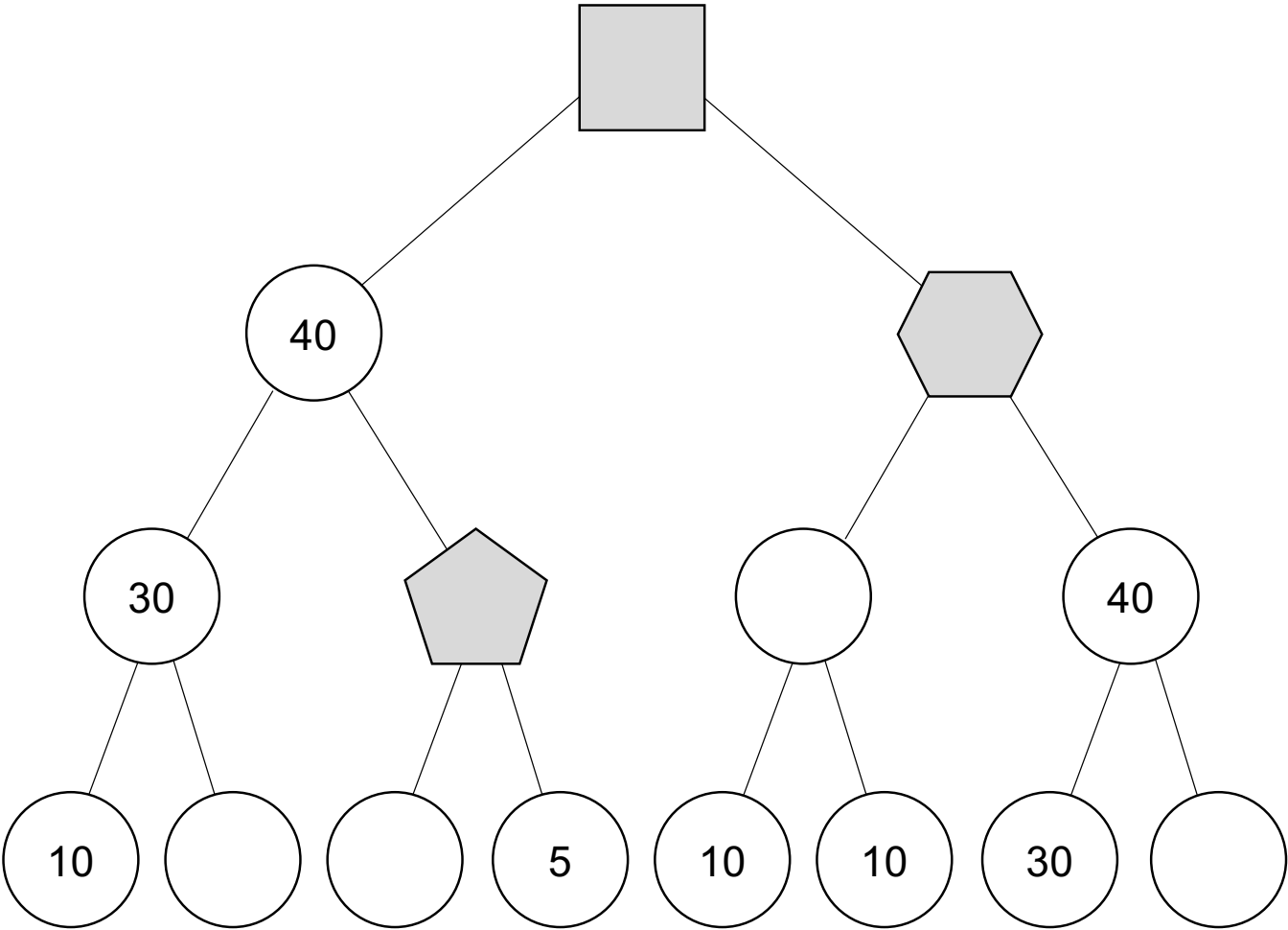


c. Subtract to find the difference. Show your thinking with an equation.

Name: _____

PICTARITHMS

Figure out the value of each shape. Then complete the equation at the bottom.
Hint: Think part, part, total – addition.



$$\square - \hexagon + \pentagon = \underline{\hspace{2cm}}$$