

Adding and Subtracting to 100

30 minutes, 3 stages

You are getting better at adding and subtracting two-digit numbers. This homework helps you practice making tens and using doubles to solve problems within 100 ([Outcome](#), [Knowledge](#)).

Stage 1: Warm-up (8 min)

Warm up your brain with number facts.

Write the answers:

1. $6 + 4 = ?$
2. $7 + 3 = ?$
3. $5 + 5 = ?$
4. $10 - 6 = ?$
5. $10 - 4 = ?$

Now use a double to help you. Doubles are facts like $4 + 4$ or $6 + 6$ ([Knowledge](#)).

6. $6 + 7 = ?$ (Hint: think of $6 + 6$, then add 1 more.)

7. $8 + 9 = ?$ (Hint: think of $8 + 8$, then add 1 more.)

Draw a quick tens frame or use your fingers if you get stuck.

Stage 2: Practice (15 min)

Now try two-digit problems. Use the "make a ten" strategy: break a number apart to reach a friendly ten first ([Knowledge](#), [Skills](#)).

Solve these:

1. $27 + 5 = ?$
2. $34 + 8 = ?$
3. $46 + 9 = ?$
4. $63 - 7 = ?$
5. $52 - 6 = ?$

For each problem, show your thinking. For example, for $27 + 5$, you could write:

$27 + 3 = 30$, then $30 + 2 = 32$.

Now try one with three addends. Remember, you can add numbers in any order and get the same sum ([Knowledge](#), [Skills](#)).

6. $20 + 30 + 10 = ?$

7. $15 + 5 + 40 = ?$

Check one of your answers using the opposite operation. If you added, subtract to check. If you subtracted, add to check ([Skills](#)).

8. Pick problem 4 above. Write a subtraction fact and use addition to check it worked.

Stage 3: Word problems (7 min)

Solve these problems about things you can count or measure ([Understanding](#), [Skills](#)).

1. Mia has 38 stickers. Her friend gives her 25 more. How many stickers does Mia have now?

2. A ribbon is 84 centimetres long. A piece 19 centimetres long is cut off. How long is the ribbon now?
3. There is a missing number in this sum: $45 + ? = 100$. Find the missing number ([Skills](#), [Skills](#)).

Show your work for each problem, not just the answer.

Self-check

1. What strategy did you use most today: making a ten, or using doubles?
2. Pick one problem from Stage 2. Explain how you checked your answer using the inverse operation.
3. Can you think of another way to make $45 + 55 = 100$? Write it down.