

Addition and Subtraction Within 100

30 minutes, 3 stages

You are learning to add and subtract numbers up to 100 in ways that make sense to you ([Outcome](#)). Today you will practise using strategies like making groups of ten and checking your work with the opposite operation ([Knowledge](#), [Skills](#)).

Stage 1: Quick Facts (8 min)

Write the answer to each addition and subtraction fact. These are number facts you know by heart.

1. $5 + 3 = \underline{\quad}$
2. $7 + 2 = \underline{\quad}$
3. $8 + 4 = \underline{\quad}$
4. $9 - 4 = \underline{\quad}$
5. $10 - 6 = \underline{\quad}$
6. $6 + 6 = \underline{\quad}$
7. $3 + 5 = \underline{\quad}$
8. $12 - 5 = \underline{\quad}$

Now write one more fact of your own. Pick any two numbers that add to 10 or less, and write them as an addition problem.

Stage 2: Two-Digit Problems (14 min)

Solve each problem. You can draw tens and ones, use a number line, or count on your fingers. Show your thinking.

Problem A: $24 + 13 = \underline{\quad}$

How did you solve it? Write or draw your way.

Problem B: $35 + 20 = \underline{\quad}$

Problem C: $48 - 10 = \underline{\quad}$

Problem D: $52 + 15 = \underline{\quad}$

Problem E: $67 - 5 = \underline{\quad}$

Check one of your answers using the opposite operation. For example, if you solved $24 + 13$, try $37 - 13$ to see if you get 24 again. Write which problem you checked and what you found.

Stage 3: Real-World Addition (8 min)

Read each problem and write the number sentence (the math) and the answer.

Problem 1: You have 28 stickers. Your friend gives you 12 more. How many stickers do you have now?

Number sentence: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Answer: $\underline{\quad}$ stickers

Problem 2: There are 45 crayons in the box. You use 13 of them. How many are left?

Number sentence: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Answer: ____ crayons

Self-check

Answer these questions to see what you understand:

1. Can you add two two-digit numbers and explain one way you did it (such as making tens or counting on)?
2. When you subtract, how can you check that your answer is right? (Hint: think about the opposite operation.)
3. Did you finish all three stages? Which one felt easiest, and which one was tricky?