

Name \_\_\_\_\_

Subtracting 2-digit numbers without regrouping

## Word Problem Subtraction

Directions: Solve the word problems below. Show your work.

Julie bought 99 onions for the restaurant and she needs 25 for the salsa. How many will she have leftover?



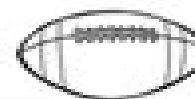
Cody has 76 baseball cards. He wants to sell 35 of them. How many cards will he have left?



Abby went fishing and caught 32 fish. She threw 11 back. How many fish did she keep?



The quarterback threw 58 footballs. His teammate caught 17 of those passes. How many did he miss?



Daniel needed a total of 60 rocks in his collection. He currently has 30 rocks. How many more does he need?



# First Grade Word Problems Double Digit

**S. Kenneth Thurman, Catherine A.  
Fiorello**



### **First Grade Word Problems Double Digit:**

The Science of the Obvious R. Barker Bausell, 2017-09-11 This book poses and ultimately answers the question of whether the public schools would have been affected if no educational research had been conducted during this century To answer this question 12 genres of educational research are evaluated The genres are accompanied by non technical annotated synopses examples of each A case is made that the science of education as a whole is repetitive non cumulative and is characterized by a circular rather than a linear trajectory

Young Children Reinvent Arithmetic Constance Kamii, 1999 In this fully revised second edition of the classic Young Children Reinvent Arithmetic Constance Kamii describes and develops an innovative program of teaching arithmetic in the early elementary grades Kamii bases her educational strategies on renowned constructivist Jean Piaget's scientific ideas of how children develop logico mathematical thinking Written in collaboration with a classroom teacher and premised upon the conviction that children are capable of much more than teachers and parents generally realize the book provides a rich theoretical foundation and a compelling explanation of educational goals and objectives Kamii calls attention to the ways in which traditional textbook based teaching can be harmful to children's development of numerical reasoning and uses extensive research and classroom tested studies to illuminate the efficacy of the approach This book is full of practical suggestions and developmentally appropriate activities that can be used to stimulate numerical thinking among students of varying abilities and learning styles both within and outside of the classroom In this new edition of her important book Connie Kamii demonstrates scholarship not just in what she has written but in her willingness to incorporate new ideas and findings Many people update their books few assiduously revise them confronting what they believe to be past errors or gaps in their thinking Such intellectual honesty along with consistent connections between theory and practice make this book a solid contribution to mathematics education of young children Douglas Clements State University of New York at Buffalo The development of young children's logico mathematical knowledge is at the heart of this text Similar to the first edition this revision provides a rich theoretical foundation as well as child centered activities and principles of teaching that support problem solving communicating reasoning making connections and representing mathematical ideas In this great resource for preservice and in service elementary teachers Professor Kamii continues to help us understand the implications of Piagetian theory Frances R Curcio New York University

**Math for Your First- and Second-Grader** Steve Slavin, 1995-05-30 Make sure your child gets off to the right start in math Help your child become more comfortable and confident with numbers Discover which mathematical concepts first and second graders should learn Enjoy helping your child master key math skills You can teach your child the basic skills that will lay the foundations for future success in math and science Based on standard math curriculums this book covers all the math that your first and second graders should be learning and gives you dozens of proven techniques for teaching these crucial skills Steve Slavin an educator with a special gift for math instruction shows parents how to teach the fundamentals counting

addition subtraction fractions simple word problems even the beginnings of multiplication and division plus new math principles such as grouping Simple activities build these skills in a fun way step by step All concerned parents including home schoolers will applaud this confidence building guide Word Problems, Grade 4 Guy F. Crumley, 2001 Over 100 theme based word problems will give students practice in addition subtraction multiplication division fractions decimals geometry graphs and more Answer key provided *A Parent's Guide to Virtual Learning* Felicia Durden, 2021-05-04 Make kids virtual school experience fun and effective with this all in one primer designed to help busy parents make the most out of digital platforms understand teaching strategies and fully support your child's education Every parent wants to help their child succeed but it can be difficult when online platforms and teaching methods seem to be constantly changing Now A Parent's Guide to Virtual Learning takes the mystery out of digital education and gives you the tools that you can immediately implement at home no matter your district school or distance learning model Written by a fellow parent and experienced educator Dr Felicia Durden breaks down how virtual learning works and simple strategies for reinforcing classroom instruction all with the busy parent in mind In this book parents will learn how to Create an inspiring at home workspace Make the most out of virtual platforms Understand core topics like math and reading Set up remote learning pods with other kids Support various online hybrid and distance learning models Avoid burnout for students and parents Adapting to a virtual environment will be challenging and the role that parents play is crucial in student success This book will be a tool that you will go to again and again to stay prepared and energized each day to help your child reach their learning goals

*The Mathematics Lesson-Planning Handbook, Grades K-2* Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it's a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning's lesson plan Or maybe you feel it isn't tailored enough for your students' needs What do you do For that and more help is here *The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons* guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students' complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and

social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you're planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you'll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students *Math Foundations, Grade 2* American Education

Publishing, Carson-Dellosa Publishing, 2013-03-01 Math Foundations offers Common Core State Standards practice while reinforcing essential skills for your second grader like place value multiplication and division fractions measurement probability and graphing The colorful innovative activity pages will engage your child for hours of learning fun With Math Foundations your child will build a solid foundation for math through the fun and challenging cross curricular activities in social studies and science The extension activities on almost every page will encourage your child to utilize critical thinking and apply what he or she has learned to everyday situations Math Foundations is your child's stepping stone to success The Math Foundations series for Kindergarten through third grade offers activities for a full year of practice Aligned to the Common Core State Standards these the ready to go practice pages are simple and engaging with challenging extension suggestions on almost every page Essential skills in math are addressed and presented with a whimsical innovative style that kids will love The activities included in the Foundations series also utilize critical thinking coloring cutting and gluing skills

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community What

Mathematics Do Students Know and How is that Knowledge Changing? Peter Kloosterman, Doris Mohr, Crystal Walcott, 2015-09-01 This volume is intended for researchers curriculum developers policy makers and classroom teachers who want comprehensive information on what students at grades 4 8 and 12 the grades assessed by NAEP can and cannot do in mathematics After two introductory chapters on the design of NAEP the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items These chapters are organized by content area and then by topic e g understanding of place value knowledge of transformations ability to use metric and U S systems of measurement and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary middle and high school mathematics curriculum Additional chapters focus on student reasoning U S performance on international assessments and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics Several themes emerge from the volume One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years it has slowed more on some topics than others Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught For example there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing In contrast while relatively few twelfth grade students have ever been good at factoring trinomials performance on this skill seems to be decreasing This suggests that while more students are completing advanced mathematics courses in high school these courses are not helping in the area of factoring trinomials Finally there are limitations to using NAEP as a measure of student performance on the Common Core State Standards To the extent that NAEP can be used however the NAEP data show a substantial gap between expectations and performance

*Visible Learning for Mathematics, Grades K-12* John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Selected as the Michigan Council of Teachers of Mathematics winter book club book Rich tasks collaborative work number talks problem based learning direct instruction with so many possible approaches how do we know which ones work the best In *Visible Learning for Mathematics* six acclaimed educators assert it is not about which one it is about when and show you how to design high impact instruction so all students demonstrate more than a year's worth of mathematics learning for a year spent in school That is a high bar but with the amazing K 12 framework here you choose the right approach at the right time depending upon where learners are within three phases of learning surface deep and transfer This results in visible learning because the effect is tangible The framework is forged out of current research in mathematics combined with John Hattie's synthesis of more than 15 years of education research

involving 300 million students Chapter by chapter and equipped with video clips planning tools rubrics and templates you get the inside track on which instructional strategies to use at each phase of the learning cycle Surface learning phase When through carefully constructed experiences students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings Deep learning phase When through the solving of rich high cognitive tasks and rigorous discussion students make connections among conceptual ideas form mathematical generalizations and apply and practice procedural skills with fluency Transfer phase When students can independently think through more complex mathematics and can plan investigate and elaborate as they apply what they know to new mathematical situations To equip students for higher level mathematics learning we have to be clear about where students are where they need to go and what it looks like when they get there Visible Learning for Math brings about powerful precision teaching for K 12 through intentionally designed guided collaborative and independent learning

Applied Cognitive Research in K-3 Classrooms S. Kenneth Thurman, Catherine A. Fiorello, 2014-04-04 This volume summarizes research on important topics in cognitive research and discusses what must be done to apply this research in early elementary classrooms Purposefully it focuses on areas of cognitive research that have only recently begun to be studied in early elementary classrooms or that based on educational and psychological theory appear to have the greatest implications for early classroom learning Part 1 Cognitive Applications in Early Elementary Classrooms examines topics germane to the cognitive functioning of young children working memory executive functioning theory of mind phonemic awareness and neuropsychological processing in the context of early elementary classrooms Part 2 Considerations for Further Research Methods Policy and Issues looks at practical and methodological issues of which applied cognitive researchers must remain cognizant methodology research designs the gap between science and policy and means by which this gap can be diminished and the need to consider how issues like ecological validity individual differences treatment integrity and the relation between assessment and intervention are integral to designing applied cognitive research studies The current emphasis on empirically supported treatments and research based teaching and intervention in the schools and legislation such as No Child Left Behind and the Individuals with Disabilities Education Improvement Act have focused attention on the scientific basis of educational practice However applying research to the environment of the schools is not an automatic process Bridging the gap has several prerequisites researchers must attend to the ecological validity of their studies universities must incorporate the results of research into their pre professional training programs and schools must support their inservice staff in developing new knowledge and skills Applied Cognitive Research in K 3 Classrooms contributes strongly to these goals not only by providing researchers professionals and graduate students in the fields of cognitive psychology school psychology educational psychology educational research and early elementary level education with current understanding but also helping to set an agenda for further research that applies cognitive psychology in early elementary classrooms

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis

**What Your Third Grader Needs to Know (Revised and Updated)**

E.D. Hirsch, Jr., 2015-08-25 Give your child a smart start with the revised and updated What Your Third Grader Needs to Know What should your child learn in the third grade How can you help him or her at home This book answers these important questions and more offering the specific shared knowledge that thousands of parents and teachers across the nation have agreed upon for American third graders Featuring sixteen pages of illustrations a bolder easier to follow format and a thoroughly updated curriculum What Your Third Grader Needs to Know is designed for parents and teachers to enjoy with children Hundreds of thousands of children have benefited from the Core Knowledge Series This edition featuring a new Introduction gives today's generation of third graders the advantage they need to make progress in school and to establish an approach to learning that will last a lifetime In this book you'll discover Favorite poems old and new from the traditional rhyme For Want of Nail to Lewis Carroll's whimsical poem The Crocodile Literature including Native American stories African folktales European fairy tales classic myths from ancient Greece stories from ancient Rome and more Learning about language the basics of written English including sentence structure parts of speech and a first look at writing a report or letter World and American history and geography journey down the great rivers of Europe Africa Asia and Australia visit ancient Rome and experience the earliest days of America with the Pilgrims and Native Americans Visual arts an introduction to masterworks by Rembrandt Henri Matisse Mary Cassatt and others with gorgeous reproductions and fun do it yourself activities Music the fundamentals of appreciating reading and making music plus great composers instruments and sing along lyrics for songs such as Bicycle Built for Two and He's Got the Whole World in His Hands Math stimulating lessons ranging from counting money to solving division problems numbers through 100 000 graphs and the metric system Science fascinating discussions on the natural world the cycles of life the human body and its systems and the environment with accompanying activities and stories about famous scientists such as Copernicus and Alexander Graham Bell

*Leveling Math Workstations in Grades K-2* Nicki Newton, 2019-03-06 In this book from bestselling author Dr Nicki Newton you'll learn how to level math workstations to engage K 2 students in meaningful purposeful rigorous practice We know students don't learn at the same pace so how do we take into account where they are and differentiate instruction Dr Nicki has the answers showing how leveled workstations are key in the formative years how they help students operate in their zone of proximal



development and how we can use them to help students progress to higher levels of math achievement Topics include Understanding the framework for leveled workstations Making sure workstations are rigorous and not just providing busy work Building your stations in key areas such as counting numbers place value fluency and word problems Keeping students accountable and knowing where they are in their learning trajectory Each chapter offers specific examples activities and tools There is also a clear step by step action plan to help you implement the ideas immediately in your own classroom

**Pediatric Neurology** Peter Louis Heilbroner, Glenn Y. Castaneda, 2007 Geared to primary care practitioners this straightforward practical guide focuses on evaluation and management of common pediatric neurologic conditions Coverage includes routine disorders such as headaches ADHD and school problems autism seizures developmental delays behavioral problems tics changes in gait and dizziness as well as neurologic conditions encountered in the emergency room The authors address everyday questions such as how to distinguish serious from non serious conditions whether or not to order an EEG or MRI what to do when a child does not respond to medication and how to discuss common concerns with parents Each chapter includes typical case studies

**Making Sense of Word Problems** Eric de Corte, Brian Greer, Lieven Verschaffel, 2000-01-01 Word problems have been a staple of mathematics instruction for centuries yet the rationale for their use has remained largely unexamined A range of findings have shown how students consistently answer them in ways that fail to take account of the reality of the situations described This monograph reports on studies carried out to investigate this suspension of sense making in answering word problems In Part One a wide range of examples documenting the strength of the phenomenon is reviewed Initial surprise at the findings was replaced by a conviction that the explanation lies in the culture of the mathematics classroom specifically the rules implicitly governing the nature and interpretation of the word problem genre This theoretical shift is reflected in Part Two A detailed analysis of the way in which word problems are currently taught in typical mathematical classrooms is followed by reviews of design experiments illustrating how by immersing students in a fundamentally changed learning environment they can acquire what the authors consider to be more appropriate conceptions about and strategies for doing word problems Part Three turns to a wider discussion of theoretical issues a further analysis of the features of the educational system considered responsible for outcomes detrimental to many students understanding and conception of mathematics and suggestions for rethinking the role of word problems within the curriculum

**Analysis of Arithmetic for Mathematics Teaching** Gaea Leinhardt, Ralph Putnam, Rosemary A. Hattrop, 2020-11-25 This volume emerges from a partnership between the American Federation of Teachers and the Learning Research and Development Center at the University of Pittsburgh The partnership brought together researchers and expert teachers for intensive dialogue sessions focusing on what each community knows about effective mathematical learning and instruction The chapters deal with the research on and conceptual analysis of specific arithmetic topics addition subtraction multiplication division decimals and fractions or with overarching themes that pervade the early curriculum and constitute

the links with the more advanced topics of mathematics intuition number sense and estimation Serving as a link between the communities of cognitive researchers and mathematics educators the book capitalizes on the recent research successes of cognitive science and reviews the literature of the math education community as well

**Eureka Math Grade 1 Study Guide** Great Minds,2015-09-18 Eureka Math is a comprehensive content rich PreK 12 curriculum that follows the focus and coherence of the Common Core State Standards in Mathematics CCSSM and carefully sequences the mathematical progressions into expertly crafted instructional modules The companion Study Guides to Eureka Math gather the key components of the curriculum for each grade into a single location unpacking the standards in detail so that both users and non users of Eureka Math can benefit equally from the content presented Each of the Eureka Math Curriculum Study Guides includes narratives that provide educators with an overview of what students should be learning throughout the year information on alignment to the instructional shifts and the standards design of curricular components approaches to differentiated instruction and descriptions of mathematical models The Study Guides can serve as either a self study professional development resource or as the basis for a deep group study of the standards for a particular grade For teachers who are new to the classroom or the standards the Study Guides introduce them not only to Eureka Math but also to the content of the grade level in a way they will find manageable and useful Teachers familiar with the Eureka Math curriculum will also find this resource valuable as it allows for a meaningful study of the grade level content in a way that highlights the coherence between modules and topics The Study Guides allow teachers to obtain a firm grasp on what it is that students should master during the year The Eureka Math Curriculum Study Guide Grade 1 provides an overview of all of the Grade 1 modules including Sums and Differences to 10 Introduction to Place Value Through Addition and Subtraction Within 20 Ordering and Comparing Length Measurements as Numbers Place Value Comparison Addition and Subtraction to 40 Identifying Composing and Partitioning Shapes and Place Value Comparison Addition and Subtraction to 100

*The Everything Parent's Guide to Common Core Math Grades K-5* Jim Brennan,2015-05-08 Take the mystery out of Common Core math The Common Core a new set of national educational standards has been adopted by 45 states across the nation But you may be having a hard time understanding what your kids are bringing home from school If you want to help your children with their homework you need to learn these new methods which focus on critical thinking and conceptual understanding With the help of an experienced math teacher you ll learn What your child will be learning in grades K 5 The multiple new ways to look at math problems The rationale behind the Common Core math standards How to help your child with homework and studying With easy to understand examples problem solving tips and lots of practice exercises The Everything Parent s Guide to Common Core Math Grades K 5 will give you the confidence you need to help your kids meet the mathematical expectations for their grade level and excel at school

**Complete Year, Grade 1** ,2014-06-02 Complete Year for Grade 1 provides a whole year s worth of practice for essential school skills including consonant and vowel sounds

synonyms and antonyms punctuation addition and subtraction patterns skip counting telling time and more Thinking Kids R Complete Year is a comprehensive at home learning resource with 36 lessons one for each week of the school year Practice activities for multiple subject areas including reading writing language arts and math are included in each weekly lesson to ensure mastery of all subject areas for one grade level Complete Year lessons support the Common Core State Standards now adopted in most US states Handy organizers help parents monitor and track their child s progress and provide fun bonus learning activities Complete Year is a complete solution for academic success in the coming school year

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