

Title: Score With Soccer Subtraction!

Brief Overview:

Students will use different manipulatives to investigate 3-digit subtraction with regrouping including zeros in the hundreds and tens place. They will develop their understanding of how place value is an integral role in subtraction with regrouping.

NCTM Content Standard/National Science Education Standard:

Number and Operations
Reasoning
Communication
Technology

Grade/Level:

3rd grade

Duration/Length:

3-4 days for 50-60 minutes daily; 1 day will be used for assessment.

Student Outcomes:

- ❖ Students will be able to:
 - Subtract numbers using a variety of strategies using no more than 3 digits in the minuend or subtrahend and whole numbers (0-999)
 - Solve subtraction word problems
 - Subtract money amounts
 - Explain mathematical ideas orally and in written form
 - Justify ideas or solutions with mathematical concepts or proofs

Materials and Resources:

Lesson 1

For Each Student or Pairs of Students:

- Base ten blocks
(9 hundreds, 19 tens, 19 ones)
- One color coded place value sheet (Student Resource Sheet 1)
- 5 EMAC sheets (Student Resource Sheet 2) per student

For Teacher:

- Observation checklist (Teacher Resource Sheet 1)

- EMAC Example (Teacher Resource Sheet 2)
(EMAC stands for Estimation, Model/Diagram, Algorithm, and Calculator Solution.)
- Overhead of EMAC sheet (Student Resource Sheet 2)
- Base Ten Blocks Template (Teacher Resource Sheet 3)
- Base ten blocks manipulatives or Overhead base ten blocks (1 set)
If an overhead set is not available, make a transparency of Teacher Resource Sheet 3.
- Student Resource Sheet 1 if using regular base ten blocks manipulatives.
(Using the resource sheet, create a larger version of the place value sheet gluing yellow paper for ones place, blue paper for tens place and red paper for hundreds place. Then laminate if possible.)
- Overhead of Student Resource Sheet 1
- Overhead of EMAC (Student Resource Sheet 2)
- Example of how to use EMAC (Teacher Resource Sheet 2)

Lesson 2

For Each Student:

- Regrouping Rap (Student Resource Sheet 3)
- Math Tables Sheet A (Student Resource Sheet 4)
- Math Tables Sheet B (Student Resource Sheet 5)
- Subtraction Word Puzzles (Student Resource Sheet 6)
- <http://nlvm.usu.edu> (Students using virtual subtraction website to further reinforce subtraction with regrouping)
- Base ten blocks
(9 hundreds, 19 tens, 19 ones)
- One color coded place value sheet (Student Resource Sheet 1)

For Teacher:

- Observation Checklist (Teacher Resource Sheet 1)
- Subtraction Word Puzzles Answer Key (Teacher Resource Sheet 4)

Lesson 3

For Each Student:

- The Difference Makes The Goal Part A (Student Resource Sheet 7)
- The Difference Makes The Goal Part B (Student Resource Sheet 8)
- Dodge For Digit Cards (Student Resource Sheet 9)
Have the cards already cut into individual pieces and placed in small baggies.
- Virtual Subtraction Problems Set 1 (Student Resource Sheet 10)
- Virtual Subtraction Problems Set 2 (Student Resource Sheet 11)
- Summative Assessment (Student Resource Sheet 12)
- Magic Squares (Student Resource Sheet 13)
- Missing Addends (Student Resource Sheet 14)

For Teacher:

- Overhead of The Difference Makes The Goal (Teacher Resource Sheet 5)
- Overhead of Dodge For Digit Cards (Student Resource Sheet 8) cut into individual pieces.
- BCR Rubric (Teacher Resource Sheet 6)

Development/Procedures:

LESSON 1

Pre-Assessment –

- Write the following math problems on the board or overhead projector to be solved in their math journals.

Look at both problems carefully. Decide which one is correct and explain your thinking using either numbers, pictures, and/ or words.

$$\begin{array}{r} \text{Student A.} \quad 54 \\ \quad \quad \quad -35 \\ \hline \quad \quad \quad 21 \end{array}$$

$$\begin{array}{r} \text{Student B.} \quad 82 \\ \quad \quad \quad -25 \\ \hline \quad \quad \quad 57 \end{array}$$

- Allow students about 7 minutes to solve the problems and explain their thinking.
- Using an **Observation Checklist (Teacher Resource Sheet 1)**, carefully observe students as they complete the task. Note which students respond correctly and which students are struggling either with solving the problem and/or writing their explanations. Reassure students who are struggling that if they are not sure they may simply write a “?” next to each problem..
- After 7 minutes, ask for volunteers to share their thinking. On the chalkboard or overhead projector, record 2 to 3 students’ responses choosing those who have displayed different ways of solving the problem

Launch –

- Distribute the Base Ten Blocks manipulatives to each students or pairs of students. You may also use an overhead of Teacher Resource 3 to model.
- Ask the students to draw 3 horizontal lines in their math journal.
Say, “*Look at the line that represents the ones place. What is the largest digit that could go in that place?*” **Answer: 9** “*Explain why.*” (Emphasize the value of 9 in each place)

Say, “*Look at the line that represents the tens place. What is the largest digit that could go in that place?*” **Answer: 9** “*Explain why.*”

- Introduce the hundreds place showing how 10 tens is equivalent to 1 one hundred block.

Teacher Facilitation –

- Distribute a **Color Coded Place Value Sheet (Student Resource Sheet 1)** to each student or pairs of students.
- When asking multiple step questions, give students ample wait time to respond.
- Say, *"Look at the problem on the chalkboard. Let's see how we can solve this problem using our manipulatives and what we already know about place value."*

$$\begin{array}{r} 538 \\ -345 \\ \hline \end{array}$$

- Say, *"Using your Base Ten Blocks Manipulatives show how you would represent the top number in this problem using your Color Coded Place Value Sheet."*
- Check to make sure each student is setting up the problem correctly on their Color Coded Place Value Sheet and note this on **Observation Checklist (Teacher Resource Sheet 1)**.
- Using an overhead of Base Ten Blocks and Teacher Color Coded Place Value Sheet set up the problem using students input.
Say, *"Look at your Place Value Chart. How many ones in 538? How many tens? How many hundreds?"*
- Say, *"Look at the number 345. How many ones are there in 345? Do we have enough ones to subtract 5? Let's take away 5 ones which leaves us how many ones?"* Have students move their manipulatives to show this.
- Say, *"How many tens in 345? Since we have 3 tens, are we able to subtract here? What do we need to do in order to have enough tens? We need to go to our neighbor in the red column or hundreds column and borrow one of the hundreds. When we do this, how many hundreds are left?"* Have students move their manipulatives to show this.
- Say, *"Now since we move the one hundred piece to the tens place, it wants to look like everyone else. So if it wants to look like a tens piece, how many tens make up one hundreds piece?"*
Show this exchange using the Teacher Manipulatives and checking to make sure students made the correct exchange. You may want to note any students struggling on **Observation Checklist (Teacher Resource Sheet 1)**.

- Say, “How many tens do we now have when we combine 10 tens and the 3 tens that are already there? Can we now take away 4 tens?”
- Say, “Let’s look at the hundreds place. How many hundreds do we now have? Can we subtract 3 hundreds from 4 hundreds?”
- Say, “Let’s review what we did. What did we need to do when we did not have enough to subtract from?”

Student Application –

- Hand out the **EMAC (Student Resource Sheet 2)** to each student.
- Using an overhead of **EMAC**, have students complete their sheets starting with copying the Algorithm, Estimation, Plotting their number line, Drawing their Model, using the Calculator to verify their answer, and finally, completing the Algorithm.
Refer to **EMAC Example Subtracting 3 digits with Regrouping (Teacher Resource Sheet 2)** to see how to complete one with students. It is a good idea to familiarize yourself on how to complete an **EMAC** sheet before explaining how to do one with your students
- Using another **EMAC (Student Resource Sheet 2)**, have students solve another problem with regrouping. Observe which students are working independently and which students are struggling and note on **Observation Checklist (Teacher Resource Sheet 1)**.
- Say, “Now let’s check our work.” Repeat the directions on using the **EMAC** sheet.
- Through questioning, students have a chance to orally explain what they did to show their understanding of knowing when and how to regroup.

Question Stems

- *How did you know...*
- *Why did you do that...*
- *Tell me more about...*

Embedded Assessment –

- While students are working with their manipulatives and **EMAC** sheets observe and record behaviors on the **Observation Checklist (Teacher Resource Sheet 1)**. Share with students that you will not only be circulating around to help out but also assessing how they are working.
- Have students choose one of their completed **EMAC** sheets to turn in for evaluation.

Reteaching –

- Call up those students who have been struggling for small group instruction to work on 2 to 3 subtraction problems together using the same process outlined above except that you are working each step together with the students while continuously questioning so that they can see the relationship between subtraction and place value.

Extension –

- Students who understand the lesson should continue to work independently using the **EMAC** sheet and/or Colored Coded Place Value Sheet with a given set of problems either written on chart paper or chalkboard.

Lesson 2

Preassessment –

- Write the following math problem on the board or overhead projector to be solved in their math journals. Allow about 5 minutes to solve the problem.
Use what you know about subtraction and place value to solve this problem. You may use the base ten blocks manipulatives if you would like.

$$\begin{array}{r} 500 \\ -356 \\ \hline \end{array}$$

- Using an **Observation Checklist (Teacher Resource Sheet 1)**, carefully observe students as they complete the task noting which students work independently with or without manipulatives and which students have difficulty. Also, note those who have the concept of regrouping but make careless errors. Again, reassure students who are struggling that it's o.k. to put a “?” next to the problem. After 5 minutes ask for a volunteer to share their thinking on how they solved the problem.

Launch –

- Introduce **Regrouping Rap (Student Resource Sheet 3)** written on chart paper and/or overhead and pass out a copy to each student.
- Group students to have them work together to sing and/or act out the **Regrouping Rap**. Allow about 5 minutes.
- Have each group come up to share their song or act on how to remember the **Regrouping Rap**.

Teacher Facilitation –

- Take students to the computer lab for this lesson.
- Post the directions on chart paper or the computer lab screen to get to the website.

- Log on to <http://nlvm.usu.edu>
- Click on **Virtual Library**
- Click on **Numbers and Operations Grades 3-5**
- Click on **Base Blocks Subtraction**

- This lesson is the first of two parts. The focus is to introduce the website to the students and have them become familiar with moving the blocks to show subtraction using the computer made problems.

- **Summary Of How To Use The Website**

- Refer to the instruction? Icon at the top of the page to get specific step-by-step instructions on how to manipulate the blocks.
- The Blue Blocks represent the top number in the problem and the Red Blocks represent the bottom number that you are subtracting.
- Scroll to the bottom of the page and click on the Column arrows to differentiate the problems (2, 3, or 4 digit problems) by clicking on the up or down arrows.
- You may want to start with a 2 digit by 1 digit number with straight subtraction to show them how to subtract with the blocks. Follow with a 2 digit by 2-digit number with regrouping to show how to move the blocks. Then show a 3 digit by 3-digit problem with or without regrouping depending on your students.
- To show regrouping, move a blue hundreds or tens block by clicking and dragging over to the next column. It breaks apart into the correct place value pieces.
- To subtract, drag a blue block down to the matching red block and watch it disappear.
- When done, click on Next Problem to start a new problem.

Student Application –

- After demonstrating how to use this website, have students go to their computers to work independently.
- Afterwards, discuss as a class what they thought about the virtual manipulative website, what was helpful, and what was difficult if anything.
- Independently, have students work on **Math Tables Sheet A (Student Resource Sheet 4)** when back in the classroom.

Embedded Assessment –

- Use the **Observation Sheet (Teacher Resource Sheet 1)** to record which students are working independently and which students are struggling. Also make notes on what type of problems they are working on while in the computer lab.
- Collect **Math Tables Sheet A** to assess how students did. (If time is available, you may want to have the students check their own work.) Answers can be found on Teacher Resource Sheet 7.

Reteaching

- Work with individual students who are having difficulty manipulating the Virtual Manipulative website.
- Pull a small group when back in the classroom to continue to use Base Ten Blocks when subtracting with regrouping noting who is still struggling with the concept and who is starting to understand.
- Independently, have students work on **Math Tables Sheet B (Student Resource Sheet 5)** instead of **Math Tables Sheet A**. You may want to partner those students who are still really struggling with someone in this group who seems to understand the concept. Answers can be found on Teacher Resource Sheet 8 .

Extension –

- After students finish **Math Tables Sheet A (Student Resource Sheet 4)** have them work on **Subtraction Word Puzzles (Student Resource Sheet 6)**. Tell students that they if they do not finish this because of time that they will have the next day to complete. (Depending on time left to work on **Math Tables Sheet A**, you may want to pass out **Subtraction Word Puzzles** the next day.) Answers can be found on Teacher Resource Sheet

Lesson 3

4.

Preassessment /Launch –

- Distribute **The Difference Makes The Goal Part A (Student Resource Sheet 7)** and **Dodge For Digit Cards (Student Resource Sheet 9)** to each student.
- Using an overhead of **The Difference Makes The Goal (Teacher Resource Sheet 5)** and **Dodge For Digit Cards (Student Resource Sheet 9)** to demonstrate how to do this activity.

- Say, “Today we will play a game called *The Difference Makes The Goal*. Take out your digit cards. What do you notice about the cards?” (Answer: Only one example of each digit.)
- On the overhead of **The Difference Makes The Goal (Teacher Resource Sheet 5)** write down the range of numbers for each of the boxes at the bottom.
- Say, “Now lets look at *The Difference Makes The Goal Part A sheet*. Look at the number ranges in the boxes at the bottom. What pattern do you see about the numbers in each of the boxes?”
- Have students get out only the following digit cards for the first example: 7, 5, 4, 3, 1, 6 and keep the others in the bag.
Say, “The goal of this game is to arrange your digit cards so that you can get as many differences when you subtract.”
- Ask for students input on how to arrange the numbers to show subtraction. Model working the problem out loud.
- Say, “Which digit card do you want to put in the top number in the hundreds place? In the tens place? In the ones place?
Is there a digit that cannot go in the hundreds place for the top number? Why?
Which digit card do you want to put in the hundreds place in the bottom number? In the tens place? In the ones place?
Is there a digit that cannot go in the hundreds place for the bottom number? Why?”
- After all 6 digits have been placed in the boxes to make a subtraction problem, have the students find the correct answer to see which range box it would go in.
For Example: $\begin{array}{r} 765 \\ -431 \\ \hline \end{array}$ equals 334 (This would go in box range 301-350)
- Do another example together showing subtraction with regrouping.
For Example $\begin{array}{r} 571 \\ -346 \\ \hline \end{array}$ equals 225 (This would go in box range 201-250)
- Pair students to work together to come up with as many differences within a time limit. (About 5 to 10 minutes)
- Afterwards, have student volunteers share their responses. Tell students that if they have the problem already written, put a check next to it if they have the correct answer. If the answer is wrong, it doesn't count.

- Distribute **The Difference Makes the Goal Part B (Student Resource Sheet 8)** for students to work on independently.
- Have students put their digit cards back in their bags.
Say, *“We will be going to the computer lab to practice our subtraction skills using the virtual subtraction manipulatives website that we worked on previously. When we come back you will have a chance to show what you know about subtraction by independently working on The Difference Makes The Goal Game.”*

Teacher Facilitation –

- At the computer lab, first demonstrate how students will create their own subtraction problem using the Virtual Subtraction Manipulative website. Refer to Lesson 2 Summary How To Use to review how to move the blocks. The only difference will be that students will need to click on Create Problem at top right hand corner in order to set up their own problems.

Student Application –

- Distribute **Virtual Subtraction Problems Set 1 (Student Resource Sheet 10)** to students who are still struggling or beginning to have good understanding of subtraction and pass out **Virtual Subtraction Problems Set 2 (Student Resource Sheet 11)** to your top independent math thinkers.
- After they have finished the **Summative Assessment (Student Resource Sheet 12)** pass out **Magic Squares (Student Resource Sheet 13)** to students to work on independently. (Summative Assessment Answer Key may be found on Teacher Resource Sheets 11 & 12. Answers to Magic Squares can be found in Teacher Resource 13.

Embedded Assessment –

- Using **Observation Checklist (Teacher Resource Sheet 1)**, note, which problems students are completing, and whether they are working at an independent level or if they are still having difficulty. Any behavioral issues such as time on task may also be noted.

Reteaching/Extension –

- For students who have demonstrated mastery of the concept, pass out **Missing Addends (Student Resource Sheet 14)** for enrichment. Answers may be found in Teacher Resource Sheet 14.
- For students who are still struggling with regrouping, use small group instruction with base ten block manipulatives and/or the **EMAC** sheet.

Summative Assessment:

- This is a two-part assessment. The first part is students solving 3-digit subtraction algorithms with or without regrouping including a simple subtraction word problem.
- The second part is a **BCR (Brief Constructed Response)** where students not only have to demonstrate their knowledge of subtraction with regrouping, but also explain how they arrived at their answer using numbers, pictures, and/or words.
- Use the **BCR Rubric (Teacher Resource Sheet 6)** to assess the BCR component.

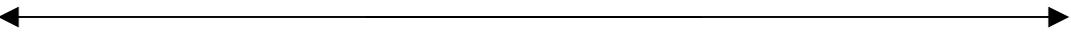
Authors:

Elizabeth Hedin
Longfellow Elementary
Howard County

Hyon Mi Neff
William Tyler Page Elementary
Montgomery County

Place Value Chart

Hundreds <i>Red</i>	Tens <i>Blue</i>	Ones <i>Yellow</i>

<i>Estimate</i>		
		
<i>Algorithm</i>	<i>Model/Diagram</i>	
	<i>Hundreds</i> <input type="checkbox"/>	<i>Tens</i>
<i>Calculator Solution</i>		

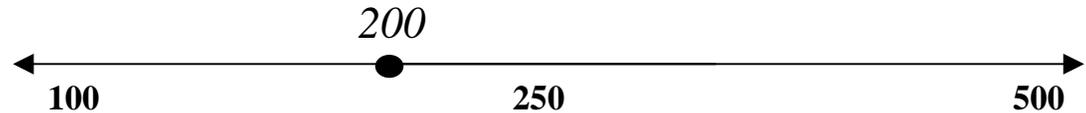
EMAC Example: Subtracting 3 Digits with Regrouping

2nd

Estimate

The actual answer will be less than 200 because numbers rounded down.

$$\begin{array}{r} 538 \text{ is close to } 500 \\ - 345 \text{ is close to } 300 \\ \hline 200 \end{array}$$



Algorithm

1st

$$\begin{array}{r} 4 \text{ } 13 \\ \cancel{5} \cancel{3} 8 \\ - 345 \\ \hline 193 \end{array}$$

5th

Calculator Solution

4th

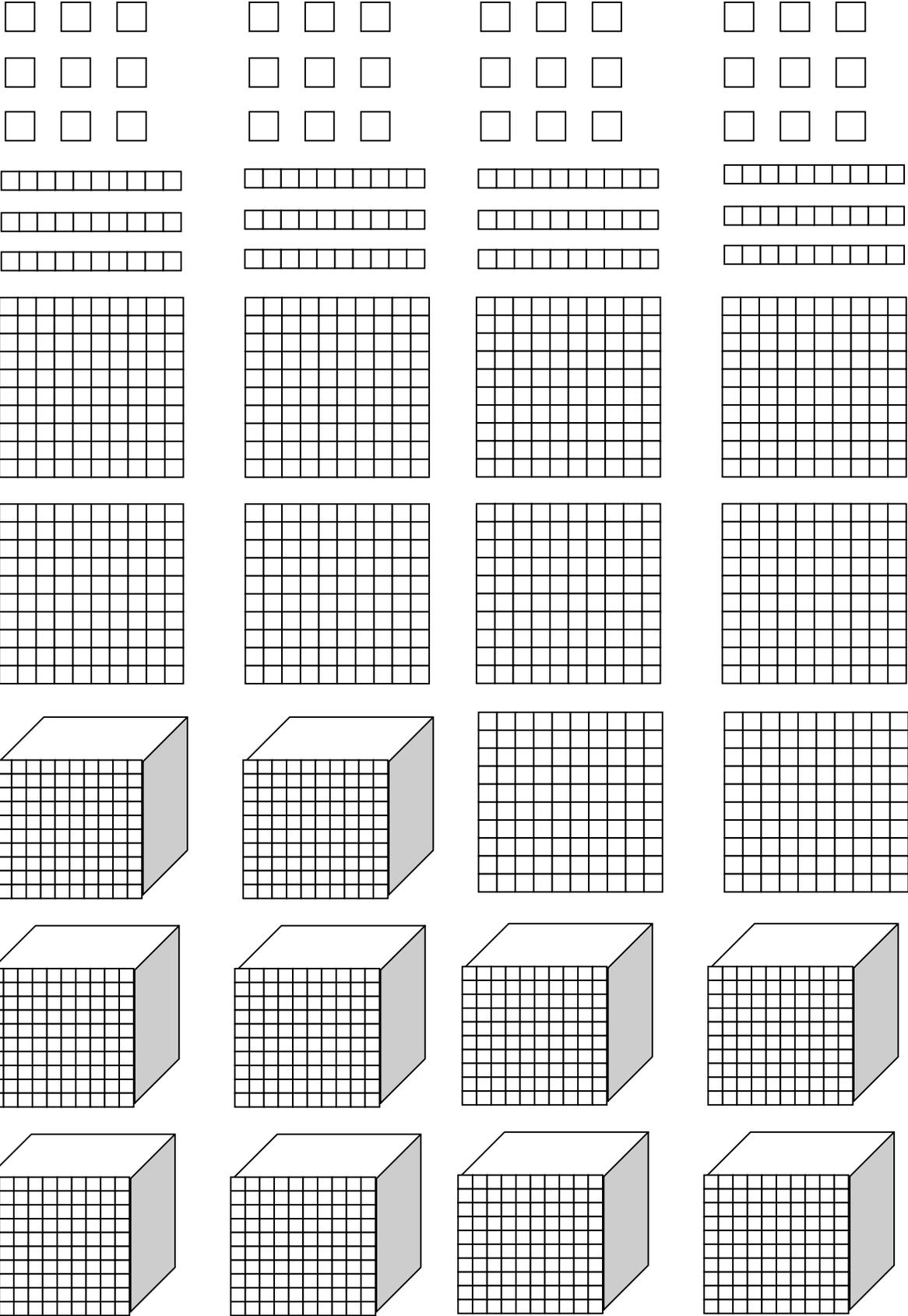
$$538 - 345 = 193$$

3rd

Model/Diagram

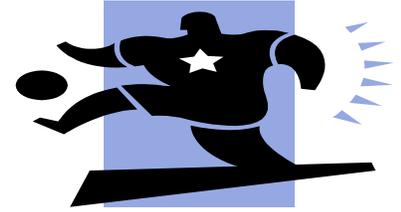
Hundreds □	Tens 	Ones ■
<p>Example A</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 5px;"></div> </div>
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Base Ten Blocks Templates





REGROUPING RAP!



If there's more on the
top,

$$\begin{array}{r} 39 \\ -22 \\ \hline \end{array}$$

← top
← floor

there's no need to stop!

$$\begin{array}{r} 39 \\ -22 \\ \hline 17 \end{array}$$



If there's more on the floor,

$$\begin{array}{r} 82 \\ -47 \\ \hline \end{array}$$

← top
← floor

go next door...take ten more!

$$\begin{array}{r} 712 \\ \cancel{8} \cancel{2} \\ -47 \\ \hline 35 \end{array}$$

If the number's the same,

$$\begin{array}{r} 36 \\ -26 \\ \hline \end{array}$$

We are both 6!

zero's the name!

$$\begin{array}{r} 36 \\ -26 \\ \hline 10 \end{array}$$

Hi! I'm zero!

Directions: **Help!** Our district's soccer teams have completed their season but don't know which team scored the most goals. Subtract the missed goals from the goals attempted, to find out how many goals each team got. Then write down the order from greatest to least of teams based on their goals. You may show your work in the box provided.



HOWARD COUNTY

Missed goals : 425

Teams	Attempts	# of Goals
Stars	943	
Comets	736	
Moons	557	
Suns	664	

Write down **team names** in the blank spaces from greatest to least number of goals. A _____, B _____, C _____, D _____

MONTGOMERY COUNTY

Missed goals: 381

Teams	Attempts	# of Goals
Red	705	
Orange	628	
Yellow	915	
Green	870	

Write down **team names** in the blank spaces from greatest to least number of goals. A _____, B _____, C _____, D _____

BALTIMORE COUNTY

Missed goals: 387

Teams	Attempts	# of Goals
Crabs	792	
Sharks	650	
Whales	838	
Dolphins	561	

Write down **team names** in the blank spaces from greatest to least number of goals.

A _____, B _____, C _____, D _____

BALTIMORE CITY

Missed goals: 315

Teams	Attempts	# of Goals
Bananas	750	
Grapes	692	
Apples	508	
Cherries	1,052	

Write down **team names** in the blank spaces from greatest to least number of goals. A _____, B _____, C _____, D _____

BONUS: Now try to figure out which county had the most goals! Show your work below and write the answer next to the trophy!

The county with the most goals is....

_____!



Directions: **Help!** Our district's soccer teams have completed their season but don't know which team scored the most goals. Subtract the missed goals from the goals attempted, to find out how many goals each team got. Then write down the order from greatest to least of teams based on their goals. You may show your work in the box provided.



HOWARD COUNTY

Missed goals : 425

Teams	Attempts	# of Goals
Stars	943	518
Comets	736	311
Moons	557	132
Suns	664	239

1,200 Total

Write down **team names** in the blank spaces from greatest to least number of goals. A Stars, B Comets, C Suns, D Moons

MONTGOMERY COUNTY

Missed goals: 381

Teams	Attempts	# of Goals
Red	705	324
Orange	628	247
Yellow	915	534
Green	870	489

1,594 Total

Write down **team names** in the blank spaces from greatest to least number of goals. A Yellow, B Green, C Red, D Orange

BALTIMORE COUNTY

Missed goals: 387

Teams	Attempts	# Of Goals
Crabs	792	405
Sharks	650	263
Whales	838	451
Dolphins	561	174

1,294 Total

Write down **team names** in the blank spaces from greatest to least number of goals.

A Whales, **B** Crabs, **C** Sharks, **D** Dolphins

BALTIMORE CITY

Missed goals: 315

Teams	Attempts	# Of Goals
Bananas	750	435
Grapes	692	377
Apples	508	193
Cherries	1,052	737

1,742 Total

Write down **team names** in the blank spaces from greatest to least number of goals. **A** Cherries, **B** Bananas, **C** Grapes, **D** Apples

BONUS: Now try to figure out which county had the most goals! Show your work below and write the answer next to the trophy!

The county with the most goals is....

Baltimore City!



Directions: Help! Our districts soccer teams have completed their season but don't know which team scored the most goals. Subtract the missed goals from the goals attempted, to find out how many goals each team got. Then write down the order from greatest to least of teams based on their goals. You may show your work in the box provided.



HOWARD COUNTY

Missed goals : 421

Teams	Attempts	# of Goals
Stars	948	
Comets	736	
Moons	557	
Suns	664	

Write down **team names** in the blank spaces from greatest to least number of goals.

A _____, B _____, C _____, D _____

MONTGOMERY COUNTY

Missed goals: 38

Teams	Attempts	# of Goals
Red	70	
Orange	62	
Yellow	91	
Green	87	

Write down **team names** in the blank spaces from greatest to least number of goals.

A _____, B _____, C _____, D _____

BALTIMORE COUNTY

Missed goals: 324

Teams	Attempts	# of Goals
Crabs	792	
Sharks	650	
Whales	838	
Dolphins	561	

Write down **team names** in the blank spaces from greatest to least number of goals.

A _____, B _____, C _____, D _____

BALTIMORE CITY

Missed goals: 315

Teams	Attempts	# of Goals
Bananas	750	
Grapes	692	
Apples	508	
Cherries	918	

Write down **team names** in the blank spaces from greatest to least number of goals.

A _____, B _____, C _____, D _____

Directions: Help! Our districts soccer teams have completed their season but don't know which team scored the most goals. Subtract the missed goals from the goals attempted, to find out how many goals each team got. Then write down the order from greatest to least of teams based on their goals. You may show your work in the box provided.



HOWARD COUNTY

Missed goals: 421

Teams	Attempts	# Of Goals
Stars	948	527
Comets	736	315
Moons	557	136
Suns	664	243

Write down **team names** in the blank spaces from greatest to least number of goals.

A Stars , B Comets , C Suns , D Moons

MONTGOMERY COUNTY

Missed goals: 38

Teams	Attempts	# Of Goals
Red	70	32
Orange	62	24
Yellow	91	33
Green	87	49

Write down **team names** in the blank spaces from greatest to least number of goals.

A Green , B Yellow , C Red , D Orange

BALTIMORE COUNTY

Missed goals: 324

Teams	Attempts	# Of Goals
Crabs	792	468
Sharks	650	326
Whales	838	514
Dolphins	561	237

Write down **team names** in the blank spaces from greatest to least number of goals.

A Whales , B Crabs , C Sharks , D Dolphins

BALTIMORE CITY

Missed goals: 315

Teams	Attempts	# Of Goals
Bananas	750	435
Grapes	692	377
Apples	508	193
Cherries	918	603

Write down **team names** in the blank spaces from greatest to least number of goals.

A Cherries , B Bananas , C Grapes , D Apples



Directions: Each letter in each question stands for a 1-digit number. In each question, no two letters may stand for the same number. Two separate problems are unrelated. Use an extra piece of paper to solve the problems and write the answers next to the problem. Find a value for each letter. For the last 3 problems, try making up your own for your teacher or friends to solve!

$\begin{array}{r} \text{THE} \\ - \text{NOT} \\ \hline \text{HIP} \end{array}$ <p>(Use the numbers: 5, 3, 2, 1, 4, 8, and 9)</p>	<p>2.</p> $\begin{array}{r} \text{ALL} \\ - \text{TOP} \\ \hline \text{POT} \end{array}$ <p>(Use the numbers: 2, 8, 4, 6, and 7)</p>	<p>3.</p> $\begin{array}{r} \text{BALL} \\ - \text{STOP} \\ \hline \text{HIT} \end{array}$ <p>(Use the numbers: 6, 0, 5, 1, 9, 2, 3, 8, and 4)</p>

<p>4.</p> $\begin{array}{r} - \\ \hline \end{array}$ <p>(Use the numbers:</p> <p>)</p>	<p>5.</p> $\begin{array}{r} - \\ \hline \end{array}$ <p>(Use the numbers:</p> <p>)</p>	<p>6.</p> $\begin{array}{r} - \\ \hline \end{array}$ <p>(Use the numbers:</p> <p>)</p>
--	--	--

Subtraction Word Puzzles

☺Answer key for problems 1-3 for teachers☺
The answers are underneath each problem!

$\begin{array}{r} \text{THE} \\ - \text{NOT} \\ \hline \text{HIP} \end{array}$ <p>(Use the numbers: 5, 3, 2, 1, 4, 8, and 9)</p>	<p>2.</p> $\begin{array}{r} \text{ALL} \\ - \text{TOP} \\ \hline \text{POT} \end{array}$ <p>(Use the numbers: 2, 8, 4, 6, and 7)</p>	<p>3.</p> $\begin{array}{r} \text{BALL} \\ - \text{STOP} \\ \hline \text{HIT} \end{array}$ <p>(Use the numbers: 6, 0, 5, 1, 9, 2, 3, 8, and 4)</p>
<p>1.</p> $\begin{array}{r} 514 \\ - 325 \\ \hline 189 \end{array}$ <p>(Use the numbers: 5, 3, 2, 1, 4, 8, and 9)</p>	<p>2.</p> $\begin{array}{r} 766 \\ - 482 \\ \hline 284 \end{array}$ <p>(Use the numbers: 2, 8, 4, 6, and 7)</p>	<p>3.</p> $\begin{array}{r} 6,033 \\ - 5,192 \\ \hline 841 \end{array}$ <p>(Use the numbers: 4, 2, 3, 7, 5, 0, 1, 8, and 9)</p>

THE DIFFERENCE MAKES THE GOAL: A

Use the following digit cards for this problem:

7 5 4 3 1 6



—		

0-50	51-100	101-150	151-200	201-250
251-300	301-350	351-400	401-450	451-500

Every time you get a difference from the digit cards put the number in the range boxes. Each time a number goes in one you get a goal! Five extra goals will be awarded for determining which range boxes cannot be used with the digit cards.

THE DIFFERENCE MAKES THE GOAL: B

Use the following digit cards for this problem:

0 2 6 5 8 1



—		

0-100	101-200	201-300	301-400	401-500
501-600	601-700	701-800	801-900	901-1,000

Every time you get a difference from the digit cards put the number in the range boxes. Each time a number goes in one you get a goal! Five extra goals will be awarded for determining which range boxes cannot be used with the digit cards.



Dodge for the Digit Cards!!!

1	2	3	4
5	6	7	8
9	0		



THE DIFFERENCE MAKES THE GOAL

Use the following digit cards for this problem:



—			

Every time you get a difference from the digit cards put the number in the range boxes. Each time a number goes in one you get a goal! Five extra goals will be awarded for determining which range boxes cannot be used with the digit cards.



Virtual Subtraction Problems! Set 1



Part A: Answer the following subtraction problems. Don't forget to regroup!

$$\begin{array}{r} 237 \\ -125 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ -594 \\ \hline \end{array}$$

$$\begin{array}{r} 723 \\ -399 \\ \hline \end{array}$$

$$\begin{array}{r} 302 \\ -125 \\ \hline \end{array}$$

$$\begin{array}{r} 961 \\ -444 \\ \hline \end{array}$$

$$\begin{array}{r} 638 \\ -389 \\ \hline \end{array}$$

Part B: Now create as many of your own 3 digit subtraction problems. Record your subtraction sentences below. Include regrouping in all of your answers.



Virtual Subtraction Problems!
Set 2



Part A: Answer the following subtraction problems. Don't forget to regroup!

$$\begin{array}{r} 337 \\ -125 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ -594 \\ \hline \end{array}$$

$$\begin{array}{r} 723 \\ -399 \\ \hline \end{array}$$

$$\begin{array}{r} 302 \\ -125 \\ \hline \end{array}$$

$$\begin{array}{r} 961 \\ -444 \\ \hline \end{array}$$

$$\begin{array}{r} 638 \\ -389 \\ \hline \end{array}$$

Part B: Create your own subtraction problems following the directions.

1. Regroup in the tens place only.
2. Regroup in the hundreds only.
3. Regroup using a zero in the ones place only.
4. Regroup using a zero in the hundreds place only.
5. Regroup in the tens and ones.
6. Write a problem with your favorite way to regroup.



Virtual Subtraction Problems!
Set 1



Part A: Answer the following subtraction problems. Don't forget to regroup!

$\begin{array}{r} 437 \\ -125 \\ \hline 112 \end{array}$	$\begin{array}{r} 71412 \\ \cancel{8} \cancel{5} \cancel{2} \\ -594 \\ \hline 258 \end{array}$	$\begin{array}{r} 61113 \\ \cancel{7} \cancel{2} \cancel{3} \\ -399 \\ \hline 324 \end{array}$
$\begin{array}{r} 21012 \\ \cancel{3} \cancel{0} \cancel{2} \\ -125 \\ \hline 177 \end{array}$	$\begin{array}{r} 511 \\ 9\cancel{6}\cancel{1} \\ -444 \\ \hline 517 \end{array}$	$\begin{array}{r} 51318 \\ \cancel{6} \cancel{3} \cancel{8} \\ -389 \\ \hline 249 \end{array}$

Part B: Now create as many of your own 3 digit subtraction problems. Record your subtraction sentences below. Include regrouping in all of your answers.

Answers will vary



Virtual Subtraction Problems! Set 2



Part A: Answer the following subtraction problems. Don't forget to regroup!

$\begin{array}{r} 337 \\ -125 \\ \hline 212 \end{array}$	$\begin{array}{r} 14 \\ 7\cancel{1}512 \\ \cancel{8}\cancel{5}2 \\ -594 \\ \hline 258 \end{array}$	$\begin{array}{r} 11 \\ 6\cancel{1}213 \\ \cancel{7}\cancel{2}\cancel{3} \\ -399 \\ \hline 324 \end{array}$
$\begin{array}{r} 9 \\ 2\cancel{1}012 \\ \cancel{3}\cancel{0}2 \\ -125 \\ \hline 177 \end{array}$	$\begin{array}{r} 511 \\ 9\cancel{6}1 \\ -444 \\ \hline 517 \end{array}$	$\begin{array}{r} 12 \\ 5\cancel{1}318 \\ \cancel{6}\cancel{3}\cancel{8} \\ -389 \\ \hline 249 \end{array}$

Part B: Create your own subtraction problems following the directions. (ANSWERS WILL VARY)

1. Regroup in the tens place only.
2. Regroup in the hundreds only.

3. Regroup using a zero in the ones place only.
4. Regroup using a zero in the hundreds place only.

5. Regroup in the tens and ones.
6. Write a problem with your favorite way to regroup.



Directions: Write the answers to the problems and use the space provided to show your work. Please make sure to check your answers!!! Good luck! ☺

$$\begin{array}{r} 1. \quad 438 \\ - \quad 26 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 387 \\ - \quad 153 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 460 \\ - \quad 258 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 643 \\ - \quad 285 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 507 \\ - \quad 283 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 803 \\ - \quad 567 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 615 \\ - \quad 299 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 900 \\ - \quad 462 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 700 \\ - \quad 325 \\ \hline \end{array}$$

10. The Rhinos Soccer team had scored a total of 361 goals for the season. They attempted 529 goals. How many goals did they miss?



Directions: Write the answers to the problems and use the space provided to show your work. Please make sure to check your answers!!! Good luck! ☺

$$\begin{array}{r} 2. \quad 4 \ 3 \ 8 \\ - \quad 2 \ 6 \\ \hline 4 \ 1 \ 2 \end{array}$$

$$\begin{array}{r} 2. \quad 3 \ 8 \ 7 \\ - \quad 1 \ 5 \ 3 \\ \hline 2 \ 3 \ 4 \end{array}$$

$$\begin{array}{r} 3. \quad \begin{array}{c} 5 \ 10 \\ 4 \ 6 \ 0 \\ - 2 \ 5 \ 8 \\ \hline 2 \ 0 \ 2 \end{array} \end{array}$$

$$\begin{array}{r} 4. \quad \begin{array}{c} 13 \\ 5 \ 14 \ 13 \\ \cancel{6} \ \cancel{4} \ \cancel{3} \\ - 2 \ 8 \ 5 \\ \hline 3 \ 5 \ 8 \end{array} \end{array}$$

$$\begin{array}{r} 5. \quad \begin{array}{c} 4 \ 10 \\ \cancel{5} \ \cancel{0} \ 7 \\ - 2 \ 8 \ 3 \\ \hline 2 \ 2 \ 4 \end{array} \end{array}$$

$$\begin{array}{r} 6. \quad \begin{array}{c} 9 \\ 7 \ 10 \ 13 \\ \cancel{8} \ \cancel{0} \ \cancel{3} \\ - 5 \ 6 \ 7 \\ \hline 2 \ 3 \ 6 \end{array} \end{array}$$

$$\begin{array}{r} 7. \quad \begin{array}{c} 10 \\ 5 \ 14 \ 15 \\ \cancel{6} \ \cancel{1} \ \cancel{5} \\ - 2 \ 9 \ 9 \\ \hline 3 \ 1 \ 6 \end{array} \end{array}$$

$$\begin{array}{r} 8. \quad \begin{array}{c} 9 \\ 8 \ 10 \ 10 \\ \cancel{9} \ \cancel{0} \ \cancel{0} \\ - 4 \ 6 \ 2 \\ \hline 4 \ 3 \ 8 \end{array} \end{array}$$

$$\begin{array}{r} 9. \quad \begin{array}{c} 9 \\ 6 \ 10 \ 10 \\ \cancel{7} \ \cancel{0} \ \cancel{0} \\ - 3 \ 2 \ 5 \\ \hline 3 \ 7 \ 5 \end{array} \end{array}$$

10. The Rhinos Soccer team had scored a total of 361 goals for the season. They attempted 529 goals. How many goals did they miss?

$$\begin{array}{r} 4 \ 12 \\ \cancel{5} \ \cancel{2} \ 9 \\ - 3 \ 6 \ 1 \\ \hline 1 \ 6 \ 8 \text{ goals} \end{array}$$

Brief Constructed Response

There were 502 players at soccer camp. 366 players had brought their lunches to camp. Coach Johnny and Coach Eddie needed to figure out how many lunches to order for the rest of the players. They each subtracted to figure it out.

$$\begin{array}{r} \text{Johnny: } 502 \\ -366 \\ \hline 146 \end{array}$$

$$\begin{array}{r} \text{Eddie: } 502 \\ -366 \\ \hline 136 \end{array}$$

Part A

Did Coach Johnny or Coach Eddie guess the correct amount of lunches to order? Please write the **name** of the correct coach on the line below.

Part B

Use what you know about subtraction to explain why your answer is correct. Use numbers, pictures, and/or words in your explanation.

Brief Constructed Response

There were 502 players at soccer camp. 366 players had brought their lunches to camp. Coach Johnny and Coach Eddie needed to figure out how many lunches to order for the rest of the players. They each subtracted to figure it out.

$$\begin{array}{r}
 4912 \\
 \text{Johnny: } \cancel{5} \cancel{0} \cancel{2} \\
 -366 \\
 \hline
 146
 \end{array}$$

$$\begin{array}{r}
 \text{Eddie: } 502 \\
 -366 \\
 \hline
 136
 \end{array}$$

Part A

Did Coach Johnny or Coach Eddie guess the correct amount of lunches to order? Please write the **name** of the correct coach on the line below.

_____ **EDDIE** _____

Part B

Use what you know about subtraction to explain why your answer is correct. Use numbers, pictures, and/or words in your explanation.

ANSWERS WILL VARY

**MSA Brief Constructed Response “Kid Speak”
Mathematics Rubric
Grades 1 through 8**

Score	
2	<p>My answer shows I completely understood the problem and how to solve it:</p> <ul style="list-style-type: none"> • I used a very good, complete strategy to correctly solve the problem. • I used my best math vocabulary to clearly explain what I did to solve the problem. My explanation was complete, well-organized and logical. • I applied what I know about math to correctly solve the problem. • I used numbers, words, symbols or pictures (or a combination of them) to show how I solved the problem.
1	<p>My answer shows I understood most of the problem and how to solve it:</p> <ul style="list-style-type: none"> • I used a strategy to find a solution that was partly correct. • I used some math vocabulary and most of my reasons were correct to explain how I solved the problem. My explanation needed to be more complete, well-organized or logical. • I partly applied what I know about math to solve the problem. • I tried to use numbers, words, symbols or pictures (or a combination of them) to show how I got my answer, but these may not have been completely correct.
0	<p>My answer shows I didn’t understand the problem and how to solve it:</p> <ul style="list-style-type: none"> • I wasn’t able to use a good strategy to solve the problem. • My strategy wasn’t related to what was asked. • I didn’t apply what I know about math to solve the problem. • I left the answer blank.

Directions: Each scoreboard has the scores of soccer teams. Subtract all of the scores And they should equal the same answer in box I! Follow the example to subtract. Use the space provided to show your work!



Example:

A	B	(C)
D	E	(F)
(G)	(H)	(I)

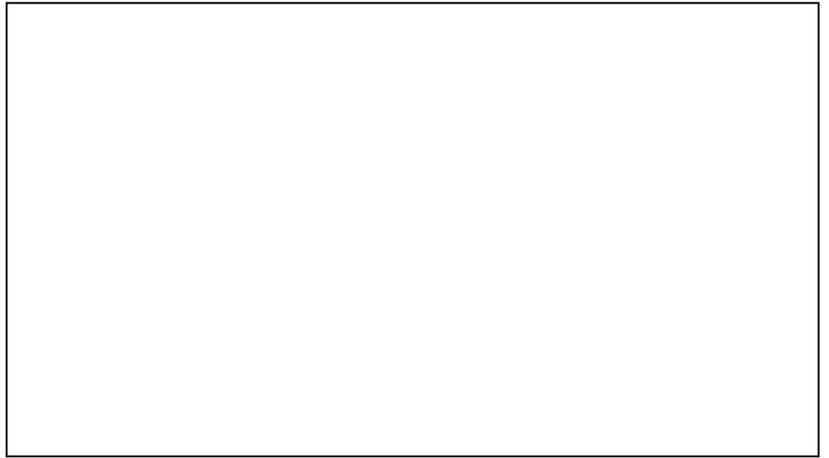
1. A 2. D 3. A 4. B 5. C 6. G
 $\underline{-B}$ $\underline{-E}$ $\underline{-D}$ $\underline{-E}$ $\underline{-F}$ $\underline{-H}$
 C F G H I I

Now try subtracting the scores on your own! Write your answers in the blank spaces on the scoreboard. Show your work in the box provided 😊

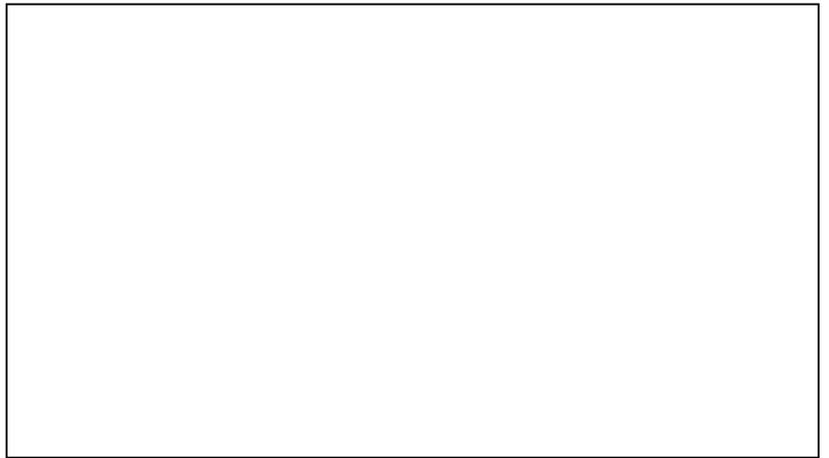
968	339	
142	142	

728	438	
372	171	

837	467	
358	125	



933	738	
484	394	



Directions: Each scoreboard has the scores of soccer teams. Subtract all of the scores And they should equal the same answer in box I! Follow the example to subtract. Use the space provided to show your work!



Example:

A	B	(C)
D	E	(F)
(G)	(H)	(I)

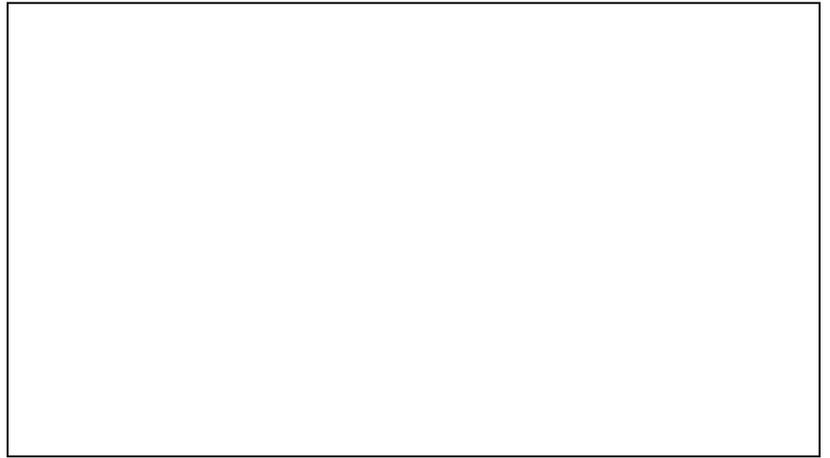
- | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 1. A | 2. D | 3. A | 4. B | 5. C | 6. G |
| <u>-B</u> | <u>-E</u> | <u>-D</u> | <u>-E</u> | <u>-F</u> | <u>-H</u> |
| C | F | G | H | I | I |

Now try subtracting the scores on your own! Write your answers in the blank spaces on the scoreboard. Show your work in the box provided☺

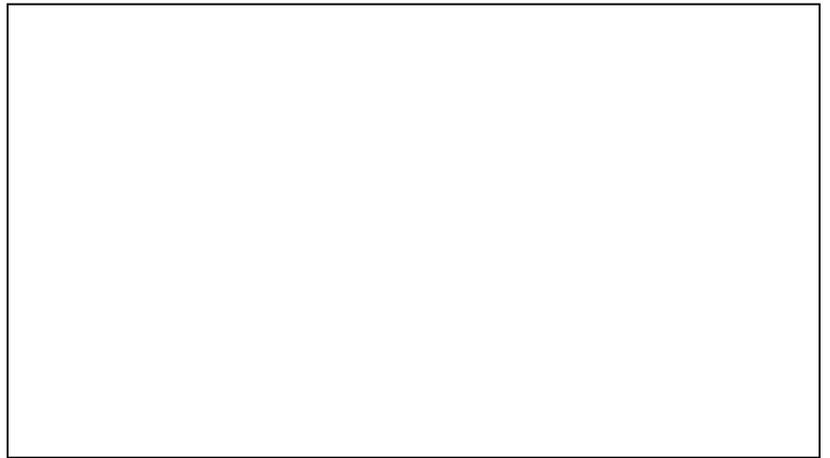
968	339	629
142	142	0
826	197	629

728	438	290
372	171	201
356	267	89

837	467	370
358	125	233
479	342	137



933	738	195
484	394	90
449	344	105





Missing Addends???



Directions: Write the missing digits in the boxes to make the subtraction number sentence true!

$$\begin{array}{r} 949 \\ - \square \\ \hline 5\square 2 \end{array}$$

$$\begin{array}{r} \square 05 \\ - 2\square 8 \\ \hline 107 \end{array}$$

$$\begin{array}{r} \square 1\square \\ - \quad 86 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 8\square 7 \\ - 452 \\ \hline \square 65 \end{array}$$

$$\begin{array}{r} \square 40 \\ - 2\square 5 \\ \hline 245 \end{array}$$

$$\begin{array}{r} 382 \\ - 1\square 9 \\ \hline \square 7\square \end{array}$$

$$\begin{array}{r} 4\square 0 \\ - \square 61 \\ \hline 13\square \end{array}$$

$$\begin{array}{r} 23\square \\ - 1\square 0 \\ \hline \square 47 \end{array}$$

$$\begin{array}{r} \square\square 5 \\ - 2\square 6 \\ \hline 50\square \end{array}$$



Missing Addends???



Directions: Write the missing digits in the boxes to make the subtraction number sentence true!

$$\begin{array}{r} 949 \\ - \boxed{4} \\ \hline 5 \boxed{1} 2 \end{array}$$

$$\begin{array}{r} \boxed{4} 0 5 \\ - 2 \boxed{9} 8 \\ \hline 1 0 7 \end{array}$$

$$\begin{array}{r} \boxed{1} \overset{2^*}{\bigcirc} \boxed{5} \\ - \\ \hline 8 6 \\ 3 9 \end{array}$$

$$\begin{array}{r} 8 \boxed{1} 7 \\ - 4 5 2 \\ \hline \boxed{3} 6 5 \end{array}$$

$$\begin{array}{r} \boxed{5} \overset{13}{\cancel{4}} \overset{10}{\cancel{0}} \\ - 2 \boxed{9} 5 \\ \hline 2 4 5 \end{array}$$

$$\begin{array}{r} \overset{7}{3} \overset{12}{\cancel{8}} 2 \\ - 1 \boxed{0} 9 \\ \hline \boxed{2} \boxed{7} \boxed{3} \end{array}$$

$$\begin{array}{r} \overset{3}{\cancel{4}} \overset{9}{\cancel{0}} \overset{10}{\cancel{0}} \\ - \boxed{2} 6 1 \\ \hline 1 3 \boxed{9} \end{array}$$

$$\begin{array}{r} \overset{3^*}{\bigcirc} 3 \boxed{7} \\ - 1 \boxed{9} 0 \\ \hline \boxed{1} 4 7 \end{array}$$

$$\begin{array}{r} \overset{2}{7} \overset{15}{\cancel{3}} \cancel{5} \\ - 2 \boxed{2} 6 \\ \hline 5 0 \boxed{9} \end{array}$$