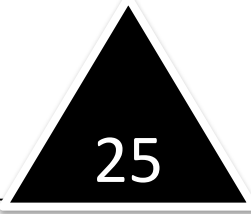




Name _____



2nd Grade Math Remote Learning Packet

Week 25



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

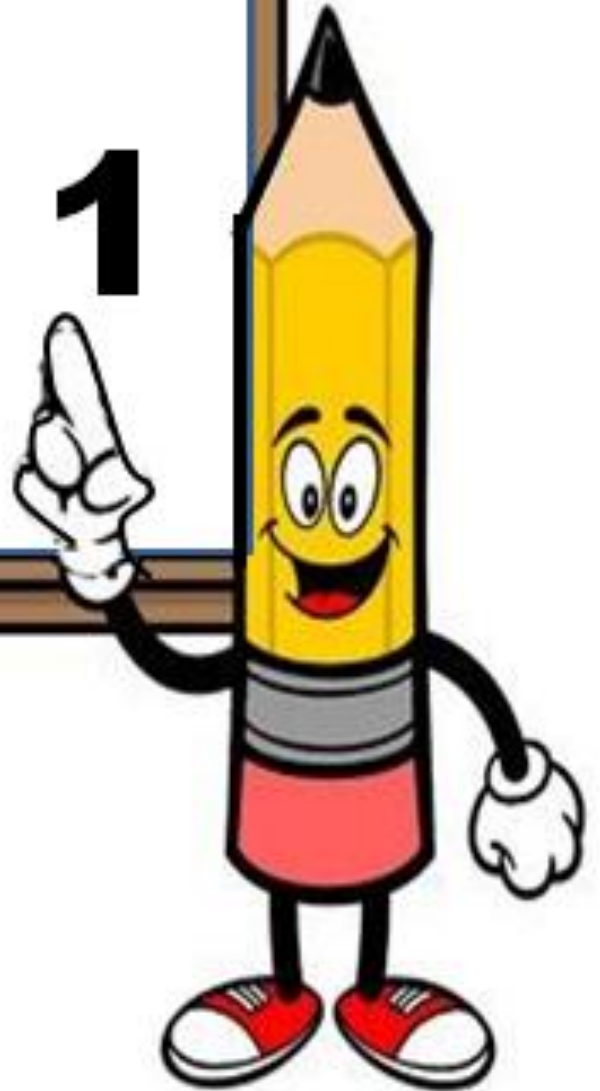
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 14 Sprint

1.	$10 + 2 =$	21.	$2 + 9 =$
2.	$10 + 5 =$	22.	$4 + 8 =$
3.	$10 + 1 =$	23.	$5 + 9 =$
4.	$8 + 10 =$	24.	$6 + 6 =$
5.	$7 + 10 =$	25.	$7 + 5 =$
6.	$10 + 3 =$	26.	$5 + 8 =$
7.	$12 + 2 =$	27.	$8 + 3 =$
8.	$14 + 3 =$	28.	$6 + 8 =$
9.	$15 + 4 =$	29.	$4 + 6 =$
10.	$17 + 2 =$	30.	$7 + 6 =$
11.	$13 + 5 =$	31.	$7 + 4 =$
12.	$14 + 4 =$	32.	$7 + 9 =$
13.	$16 + 3 =$	33.	$7 + 7 =$
14.	$11 + 7 =$	34.	$8 + 6 =$
15.	$9 + 2 =$	35.	$6 + 9 =$
16.	$9 + 9 =$	36.	$8 + 5 =$
17.	$6 + 9 =$	37.	$4 + 7 =$
18.	$8 + 9 =$	38.	$3 + 9 =$

Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 14 Problem Set

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. $469 - 170$	Solve vertically or mentally:	Check:
b. $531 - 224$	Solve vertically or mentally:	Check:

Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 14 Problem Set Continued

c. $927 - 628$	Solve vertically or mentally:	Check:
----------------	----------------------------------	--------

2. If $561 - 387 = 174$, then $174 + 387 = 561$. Explain why this statement is true using numbers, pictures, or words.

Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 14 Exit Ticket

Solve by drawing place value disks on a chart. Then, use addition to check your work.

1. $375 - 280$	Solve vertically or mentally:	Check:
2. $741 - 448$	Solve vertically or mentally:	Check:

Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

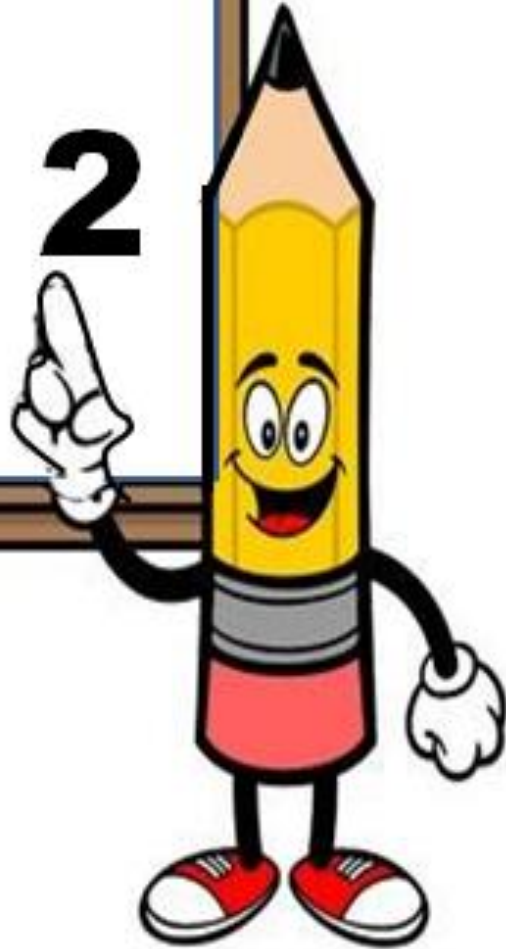
Module 5 Lesson 14 Homework

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. $373 - 180$	Solve vertically or mentally:	Check:
b. $463 - 357$	Solve vertically or mentally:	Check:
c. $723 - 584$	Solve vertically or mentally:	Check:



Day # 2



Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 15 Problem Set

Solve by drawing chips on the place value chart. Then, use addition to check your work.

<p>a. $699 - 210$</p> <table border="1" data-bbox="164 659 727 982"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						
<p>b. $758 - 387$</p> <table border="1" data-bbox="164 1087 727 1411"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						
<p>c. $788 - 299$</p> <table border="1" data-bbox="164 1516 727 1759"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						

Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 15 Problem Set Continued

3. Complete all of the *if...then* statements. Draw a number bond to represent the related facts.

a. If $762 - \underline{\hspace{2cm}} = 173$, then $173 + 589 = \underline{\hspace{2cm}}$.

b. If $631 - \underline{\hspace{2cm}} = 273$, then $\underline{\hspace{2cm}} + 273 = 631$.

Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 15 Exit Ticket

Solve by drawing chips on the place value chart. Then, use addition to check your work.

<p>1. $583 - 327$</p> <table border="1" data-bbox="138 646 717 970"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						
<p>2. $721 - 485$</p> <table border="1" data-bbox="138 1081 717 1404"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						

Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 15 Homework

1. Solve by drawing chips on the place value chart. Then, use addition to check your work.

<p>a. $800 - 675$</p> <table border="1" data-bbox="175 682 732 1031"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						
<p>b. $742 - 495$</p> <table border="1" data-bbox="175 1150 732 1499"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						
<p>c. $657 - 290$</p> <table border="1" data-bbox="175 1564 732 1791"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table>	hundreds	tens	ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
hundreds	tens	ones						

Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 15 Homework Continued

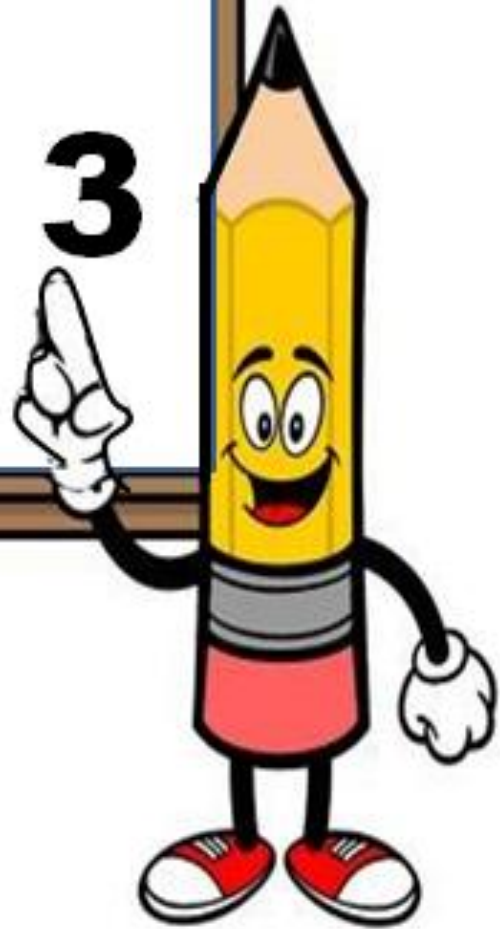
2. Complete all of the *if...then* statements. Draw a number bond to represent the related facts.

a. If $928 - \underline{\hspace{2cm}} = 519$, then $519 + 409 = \underline{\hspace{2cm}}$.

b. If $764 - \underline{\hspace{2cm}} = 391$, then $\underline{\hspace{2cm}} + 391 = 764$.



Day # 3



Name: _____ Week 25 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 16 Sprint

Subtraction from Teens

1.	$11 - 1 =$	
2.	$12 - 2 =$	
3.	$13 - 3 =$	
4.	$18 - 8 =$	
5.	$11 - 10 =$	
6.	$12 - 10 =$	
7.	$13 - 10 =$	
8.	$18 - 10 =$	
9.	$11 - 2 =$	
10.	$11 - 3 =$	
11.	$11 - 4 =$	
12.	$11 - 7 =$	
13.	$19 - 9 =$	
14.	$12 - 3 =$	
15.	$12 - 4 =$	
16.	$12 - 5 =$	
17.	$12 - 8 =$	
18.	$17 - 7 =$	
19.	$13 - 4 =$	

23.	$16 - 6 =$	
24.	$14 - 5 =$	
25.	$14 - 6 =$	
26.	$14 - 7 =$	
27.	$14 - 9 =$	
28.	$20 - 10 =$	
29.	$15 - 6 =$	
30.	$15 - 7 =$	
31.	$15 - 9 =$	
32.	$14 - 4 =$	
33.	$16 - 7 =$	
34.	$16 - 8 =$	
35.	$16 - 9 =$	
36.	$20 - 10 =$	
37.	$17 - 8 =$	
38.	$17 - 9 =$	
39.	$16 - 10 =$	
40.	$18 - 9 =$	
41.	$12 - 9 =$	

Name: _____ Week 25 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 16 Problem Set

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. $304 - 53 =$ _____

hundreds	tens	ones

b. $406 - 187 =$ _____

hundreds	tens	ones

c. $501 - 316 =$ _____

hundreds	tens	ones

Name: _____ Week 25 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 16 Problem Set Continued

d. $900 - 626 =$ _____

hundreds	tens	ones

2. Emily said that $400 - 247$ is the same as $399 - 246$. Write an explanation using pictures, numbers, or words to prove Emily is correct.

Name: _____ Week 25 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 16 Exit Ticket

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

1. $604 - 143 =$ _____

hundreds	tens	ones

$700 - 568 =$ _____

hundreds	tens	ones

Name: _____ Week 25 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 16 Homework

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. $206 - 89 =$ _____

hundreds	tens	ones

b. $509 - 371 =$ _____

hundreds	tens	ones

c. $607 - 288 =$ _____

hundreds	tens	ones

Name: _____ Week 25 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 16 Homework Continued

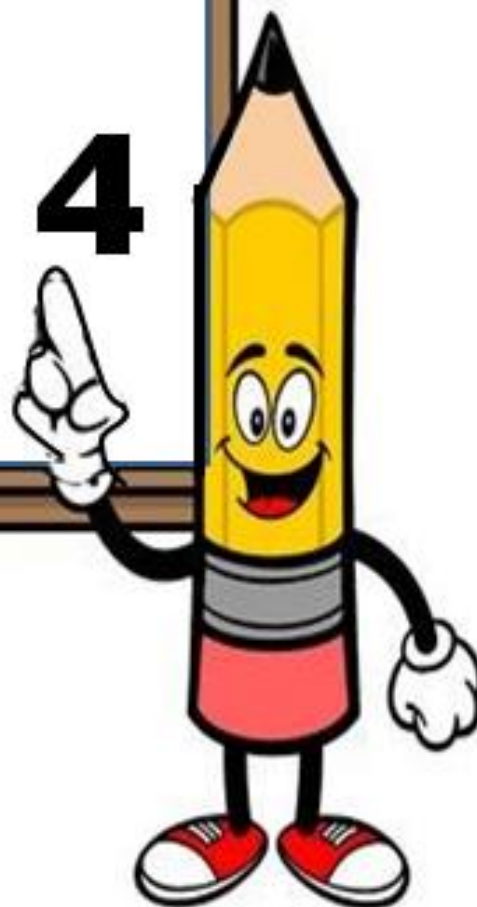
d. $900 - 572 =$ _____

hundreds	tens	ones

2. Andy said that $599 - 456$ is the same as $600 - 457$. Write an explanation using pictures, numbers, or words to prove Andy is correct.



Day # 4



Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 17 Sprint

1.	$10 - 1 =$	
2.	$10 - 2 =$	
3.	$20 - 2 =$	
4.	$40 - 2 =$	
5.	$10 - 2 =$	
6.	$11 - 2 =$	
7.	$21 - 2 =$	
8.	$51 - 2 =$	
9.	$10 - 3 =$	
10.	$11 - 3 =$	
11.	$21 - 3 =$	
12.	$61 - 3 =$	
13.	$10 - 4 =$	
14.	$11 - 4 =$	
15.	$21 - 4 =$	
16.	$71 - 4 =$	
17.	$10 - 5 =$	
18.	$11 - 5 =$	
19.	$21 - 5 =$	
20.	$81 - 5 =$	

23.	$21 - 6 =$	
24.	$91 - 6 =$	
25.	$10 - 7 =$	
26.	$11 - 7 =$	
27.	$31 - 7 =$	
28.	$10 - 8 =$	
29.	$11 - 8 =$	
30.	$41 - 8 =$	
31.	$10 - 9 =$	
32.	$11 - 9 =$	
33.	$51 - 9 =$	
34.	$12 - 3 =$	
35.	$82 - 3 =$	
36.	$13 - 5 =$	
37.	$73 - 5 =$	
38.	$14 - 6 =$	
39.	$84 - 6 =$	
40.	$15 - 8 =$	
41.	$95 - 8 =$	
42.	$16 - 7 =$	

Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 17 Problem Set

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. $200 - 113 =$ _____

hundreds	tens	ones

b. $400 - 247 =$ _____

hundreds	tens	ones

c. $700 - 428 =$ _____

hundreds	tens	ones

Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 17 Problem Set Continued

d. $800 - 606 =$ _____

hundreds	tens	ones

3. Solve $600 - 367$. Then, check your work using addition.

Solution:	Check:
-----------	--------

Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 17 Exit Ticket

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

1. $600 - 432 =$ _____

hundreds	tens	ones

2. $303 - 254 =$ _____

hundreds	tens	ones

Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 17 Homework

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. $200 - 123 =$ _____

hundreds	tens	ones

b. $400 - 219 =$ _____

hundreds	tens	ones

c. $700 - 542 =$ _____

hundreds	tens	ones



Name: _____ Week 25 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Weekly Quiz

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. $300 - 123 =$ _____

hundreds	tens	ones

b. $500 - 119 =$ _____

hundreds	tens	ones

c. $700 - 542 =$ _____

hundreds	tens	ones

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

d. $400 + 223 =$ _____

hundreds	tens	ones

e. $200 + 319 =$ _____

hundreds	tens	ones

Name: _____ Week 25 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Homework

Addition

Find the sums.

a.
$$\begin{array}{r} 123 \\ + 194 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 404 \\ + 378 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 341 \\ + 363 \\ \hline \end{array}$$



d.
$$\begin{array}{r} 236 \\ + 561 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 570 \\ + 670 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 678 \\ + 89 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 262 \\ + 657 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 444 \\ + 111 \\ \hline \end{array}$$

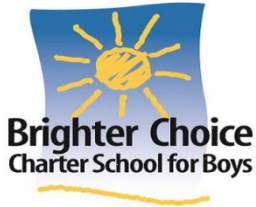
i.
$$\begin{array}{r} 56 \\ + 291 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 182 \\ + 239 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 991 \\ + 199 \\ \hline \end{array}$$

- l. Carla's horse, Handy, ate 779 pounds of hay last month. Handy has also eaten 204 pounds of hay so far this month. How much hay did Handy eat altogether this month and last month?

- m. Carla's horse weighs 552 kilograms. Joey's horse weighs 497 kilograms. What is the total weight of both horses?



Name _____



2nd Grade Math Remote Learning Packet

Week 26



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

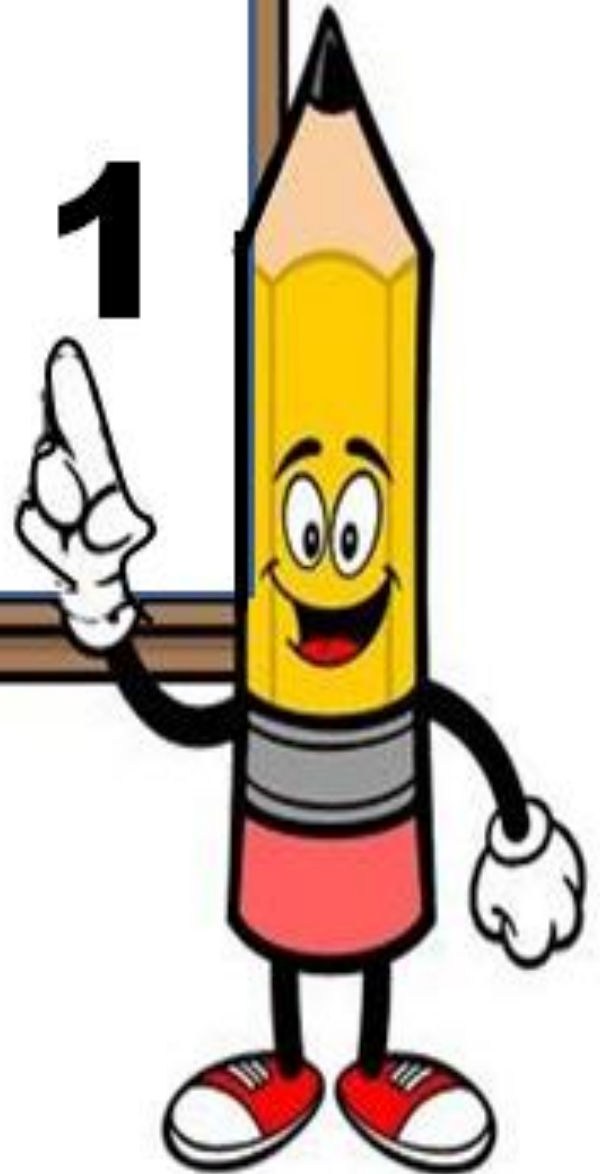
(Parent Signature)

(Date)

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Day # 1



Name: _____

Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 18 Problem Set

1. Use the arrow way and counting on to solve.

a. $300 - 247$	b. $600 - 465$
----------------	----------------

2. Solve vertically, and draw a place value chart and chips. Rename in one step.

a. $507 - 359$	b. $708 - 529$
----------------	----------------

3. Choose a strategy to solve, and explain why you chose that strategy.

a. $600 - 437$	Explanation:
----------------	--------------

Name: _____

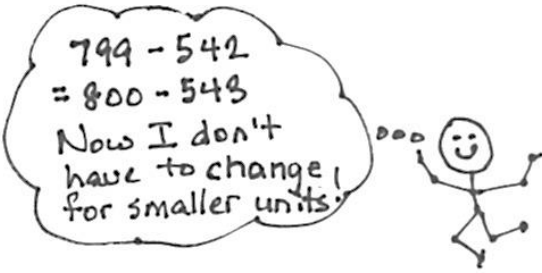
Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 18 Problem Set Continued

4. Prove the student's strategy by solving both problems to check that their solutions are the same. Explain to your partner why this way works.



$$\begin{array}{r} 800 \\ - 543 \\ \hline \end{array} \qquad \begin{array}{r} 799 \\ - 542 \\ \hline \end{array}$$

5. Use the simplifying strategy from Problem 4 to solve the following two problems.

a. $600 - 547$

b. $700 - 513$

Name: _____

Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 18 Exit Ticket

Choose a strategy to solve, and explain why you chose that strategy.

1. $400 - 265$	Explanation:
2. $507 - 198$	Explanation:

Name: _____

Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Lesson 18 Homework

1. Use the arrow way and counting on to solve.

a. $700 - 462$	b. $900 - 232$
----------------	----------------

2. Solve vertically, and draw a place value chart and chips. Rename in one step.

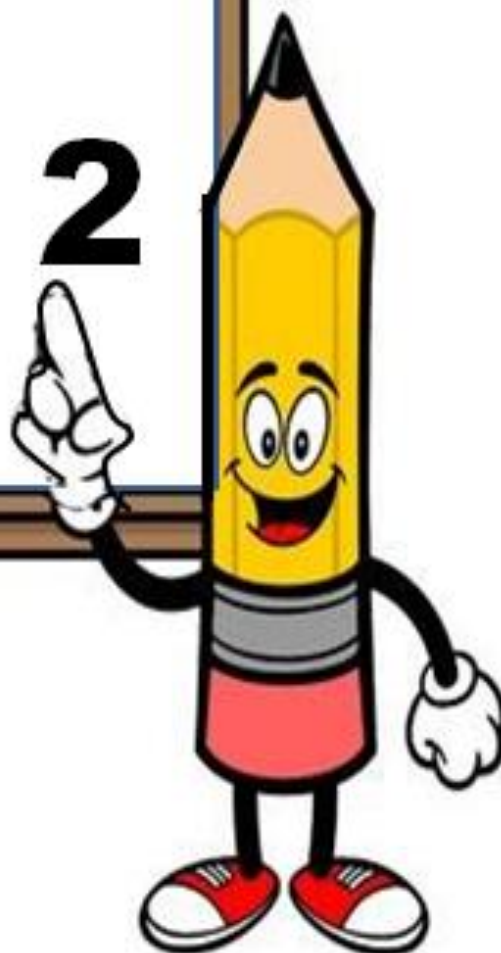
a. $907 - 467$	b. $803 - 667$
----------------	----------------

3. Choose a strategy to solve, and explain why you chose that strategy.

a. $700 - 390$	Explanation:
----------------	--------------



Day # 2



Name: _____

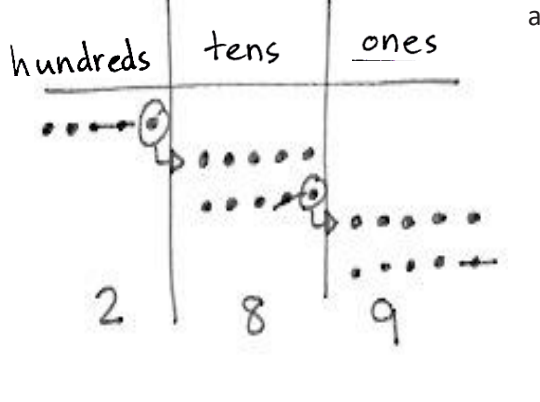
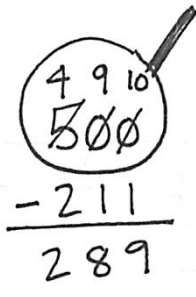
Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 19

1. Explain how the two strategies to solve $500 - 211$ are related.

<p>a.</p>  <p>hundreds tens ones</p> <p>2 8 9</p>	<p>b.</p>  $\begin{array}{r} 4910 \\ 500 \\ - 211 \\ \hline 289 \end{array}$
--	---

Name: _____

Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 19 Continued

Solve and explain why you chose that strategy.

a. $220 + 390 =$ _____	Explanation:
b. $547 - 350 =$ _____	Explanation:
c. $464 + 146 =$ _____	Explanation:

Name: _____

Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 19 Exit Ticket

Solve and explain why you chose that strategy.

1. $400 + 590 =$ _____	Explanation:
2. $775 - 497 =$ _____	Explanation:

Name: _____

Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

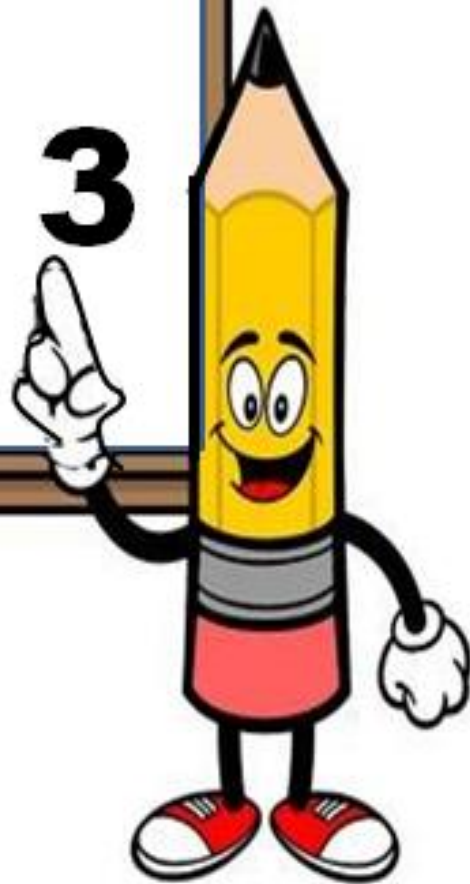
Module 5 Problem Set Lesson 19 Homework

1. Solve and explain why you chose that strategy.

a. $340 + 250 = \underline{\hspace{2cm}}$	Explanation:
b. $490 + 350 = \underline{\hspace{2cm}}$	Explanation:
c. $519 + 342 = \underline{\hspace{2cm}}$	Explanation:



Day # 3



Name: _____

Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 20 Problem Set

Step 1: Show your strategy to solve.

Step 2: Find a classmate who used a different strategy, and copy his work into the box.

Step 3: Discuss which strategy is more efficient.

1. $399 + 237 =$ _____

a. My strategy	b. _____'s strategy
----------------	---------------------

2. $400 - 298 =$ _____

a. My strategy	b. _____'s strategy
----------------	---------------------

Name: _____

Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 20 Problem Set Continued

3. $360 + \underline{\hspace{2cm}} = 754$

a. My strategy	b. _____'s strategy
----------------	---------------------

4. $862 - \underline{\hspace{2cm}} = 690$

a. My strategy	b. _____'s strategy
----------------	---------------------

Name: _____

Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 20 Exit Ticket

Solve each problem using two different strategies.

1. $299 + 156 =$ _____

a. First Strategy	b. Second Strategy
-------------------	--------------------

2. $547 +$ _____ $= 841$

a. First Strategy	b. Second Strategy
-------------------	--------------------

Name: _____

Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 20 Homework

Solve each problem using two different strategies.

1. $456 + 244 = \underline{\hspace{2cm}}$

a. First Strategy	b. Second Strategy
-------------------	--------------------

2. $698 + \underline{\hspace{2cm}} = 945$

a. First Strategy	b. Second Strategy
-------------------	--------------------

Name: _____

Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Problem Set Lesson 20 Homework Continued

Circle a strategy to solve, and explain why you chose that strategy.

3. $257 + 160 =$ _____

a. *Arrow way or vertical form*

b. Solve:	c. Explanation: _____ _____ _____ _____ _____
-----------	--

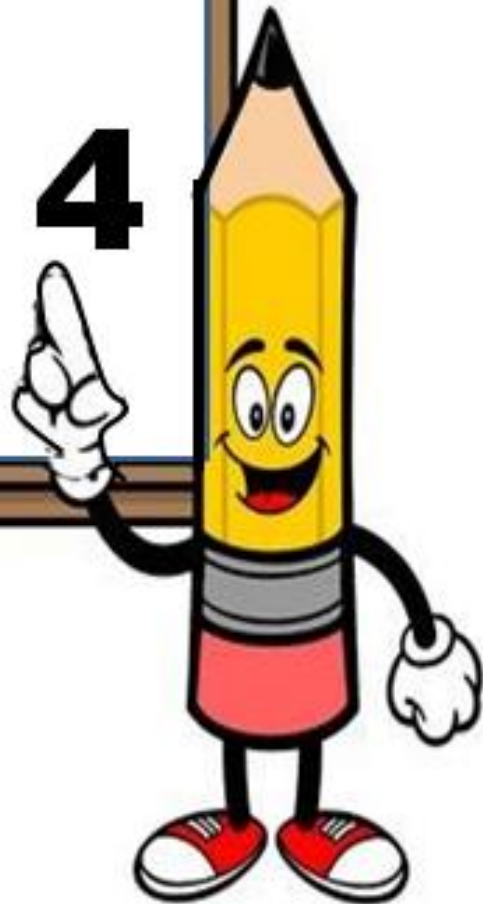
4. $754 - 597 =$ _____

a. *Number bond or arrow way*

b. Solve:	c. Explanation: _____ _____ _____ _____ _____
-----------	--



Day # 4



Name: _____

Week 26 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Review Homework

Name: _____

3-Digit

Addition

Find the sums.

a.
$$\begin{array}{r} 357 \\ + 208 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 299 \\ + 234 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 483 \\ + 95 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 250 \\ + 590 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 774 \\ + 526 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 878 \\ + 316 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 687 \\ + 678 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 160 \\ + 74 \\ \hline \end{array}$$

i.
$$\begin{array}{r} \$816 \\ + \$905 \\ \hline \end{array}$$

j.
$$\begin{array}{r} \$999 \\ + \$777 \\ \hline \end{array}$$

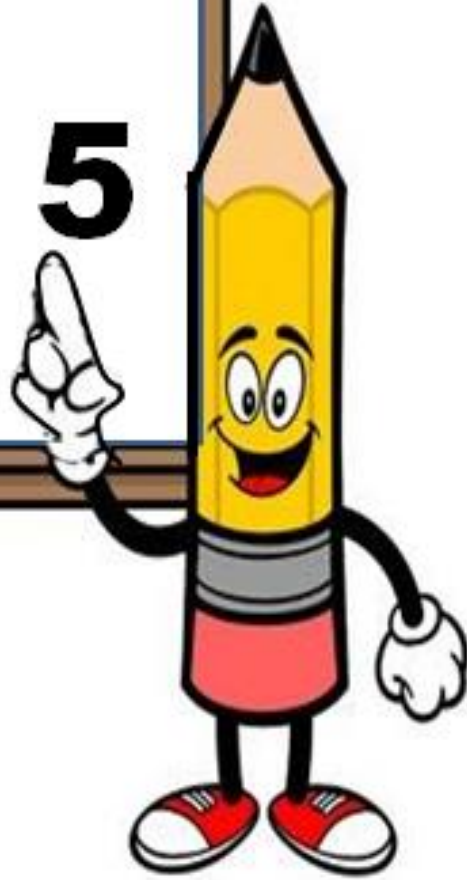


k. Mr. Sanford bought a new grill and picnic table for his backyard. He spent \$178 on the grill and \$467 on the picnic table. How much did he spend in all? _____

l. Mr. Sanford had a huge outdoor party. He grilled 145 hamburgers and 247 cheeseburgers for his guests. How many burgers did he grill in all? _____

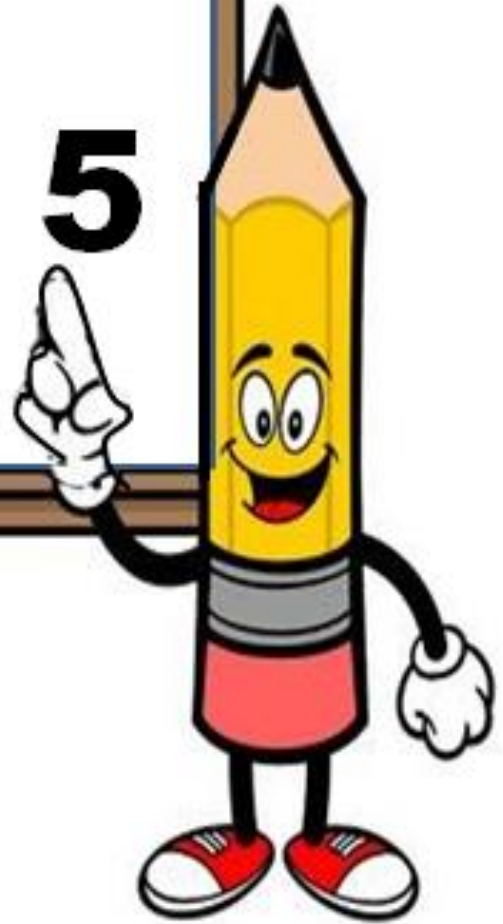


Day # 5





Day # 5



Name: _____

Week 26 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Module 5 Homework

Subtraction

Subtract to find the differences.

$$\begin{array}{r} \text{a.} \quad 507 \\ - 294 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 483 \\ - 127 \\ \hline \end{array}$$



$$\begin{array}{r} \text{c.} \quad 920 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 378 \\ - 259 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 517 \\ - 108 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 837 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 611 \\ - 540 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 747 \\ - 394 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i.} \quad 680 \\ - 215 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j.} \quad 906 \\ - 241 \\ \hline \end{array}$$

- k. Liz works at a pet store. She put 238 bags of cat food on the shelf. Customers bought 142 bags. How many bags were left?

- l. Brett also works at the pet store. He put 418 dog toys on the shelves. Soon, there were only 209 left. How many dog toys did customers buy?
