

## Second Grade Module 2 Subtraction to 100 and the Cancellation Indicators Check-Up

# Introduction

- This check-up should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.
- All bracketed text should not be read aloud and is for reference only.
- The questions have been numbered in this document to aid teachers and parents. However, the questions are not numbered the same way, if numbered at all, in the student documents.
- It is highly recommended that this check-up be completed across two or more sessions.
- If desired, the student can use the Counting to 120 Chart included in the curriculum, base ten blocks, and/or Digi-blocks when completing the subtraction portions of the check-up.

## Part 1

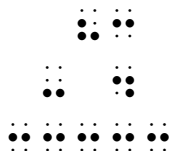
## Part 1 Materials

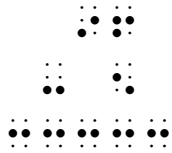
- Student Braille Document: G2-M2-Check-Up-Student.brf
- G2-M2-Check-Up-Data-Table.docx

## Part 1 Teacher Script

### Question 1.1

Read the vertically aligned problems about subtraction within 100 on page 1.





$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

### Question 1.3

Now read each problem about subtraction on page 3 of your braille document, use the count back strategy, and then tell me the answer.

$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

$$\begin{array}{r} 12 \\ 1234 \\ 123456 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ 56789 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ 56789 \end{array}$$

### Question 1.4

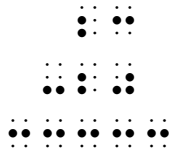
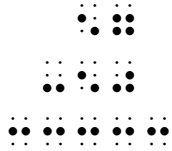
Read the vertically aligned subtraction problems on page 4 and then use what you know about skip counting backwards and the Counting to 120 Chart to determine the difference.

$$\begin{array}{r} 12 \\ 34 \\ 56789 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ 56789 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ 56789 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ 56789 \end{array}$$



## Part 2

### Part 2 Materials

- Student Braille Document: G2-M2-Check-Up-Student.brf
- Braillewriter
- Braille paper
- G2-M2-Check-Up-Data-Table.docx

### Part 2 Teacher Script

#### Question 2.1

Use your braillewriter to answer problems 1-8 on page 5 in the student document. Begin by placing the page in your braillewriter. Finish by taking the page out of the braillewriter.

#### Question 2.2

Listen and then braille what you hear on another piece of braille paper. After you write each problem, press your line spacing key two times.

Remember that all of the problems will be vertically aligned. Let me know if you need for me to repeat what you should braille.

Write the following problems spatially: 74 minus 3 equals, 58 minus 20 equals, 19 minus 5 equals, 87 minus 10 equals, and 62 minus 1 equals.

$$\begin{array}{r} 74 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 1 \\ \hline \end{array}$$

### Question 2.3

Let's try some more.

The problems are 59 minus 7 equals, 38 minus 4 equals, 72 minus 30 equals, 95 minus 12 equals, and 68 minus 34 equals.

$$\begin{array}{r} 59 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 34 \\ \hline \end{array}$$

## Part 3

### Part 3 Materials

- Student Braille Document: G2-M2-Check-Up-Student.brf
- Braillewriter
- Braille paper
- G2-M2-Check-Up-Data-Table.docx

## Part 3 Teacher Note

If preferred, there is adequate space in the braille document for students to write their answer below the separation line in each problem.

## Part 3 Teacher Script

### Question 3.1

Read the subtraction problems on page 6 of your braille document. Read just the problem out loud and not the cancellation indicators and renamed numbers.

[Make sure the student is viewing the first problem on page 6.]

### Question 3.2

[Make sure the student is viewing the second problem on page 6.]

### Question 3.3

[Make sure the student is viewing the third problem on page 6.]

### Question 3.4

[Make sure the student is viewing the last problem on page 6.]

$$\begin{array}{r}
 12 \\
 34 \\
 56 \\
 78 \\
 90 \\
 1234567890
 \end{array}$$

### Question 3.5

Silently read each of the subtraction problems that include cancellation indicators on page 7. Write the answer to each problem on another piece of paper, using your braillewriter, before moving to the next problem. Leave one space between your answers.

$$\begin{array}{r}
 12 \\
 34 \\
 56 \\
 78 \\
 90 \\
 1234567890
 \end{array}$$

$$\begin{array}{r}
 12 \\
 34 \\
 56 \\
 78 \\
 90 \\
 1234567890
 \end{array}$$

$$\begin{array}{r}
 12 \\
 34 \\
 56 \\
 78 \\
 90 \\
 1234567890
 \end{array}$$



$$\begin{array}{r} 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \end{array}$$

### Question 3.6

Now read each problem about subtraction on page 8, use a strategy based on place value and/or manipulatives if needed, and then write the answer below the problem.

$$\begin{array}{r} 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \end{array}$$

$$\begin{array}{r} 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \end{array}$$

$$\begin{array}{r} 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \end{array}$$

$$\begin{array}{r} 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \end{array}$$

$$\begin{array}{r} 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \\ 100 \end{array}$$

### Question 3.7

Turn to page 9, and let's try some more!

