

Subtraction worksheet for grade 2

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For ease of grading, identical worksheets, including the answers, are printed in section Nos. 2 and 4. More detailed explanations of some of the problems are also provided within the sections. Find out what birthday cakes, grocery stores, and snowballs have in common with these fun word problems. Practice calculating fractions and percentages with problems such as: When the birthday cake was about to be served, you were told you could have 0.6, 60%, 3/5, or 6%. Which three of the choices will give you the same size portion? Explain to students that the correct answer is .6, 60%, and 3/5 because all of these equal 60 percent, or six out of 10, or 60 parts out of 100. By contrast, 6 percent means just that: only six pennies out of 100, six parts out of a 100, or six tiny slivers of cake out of 100. Find the solutions to the word problems that students tackled in the first math worksheet. The second problem, and answer, state: Problem: 4/7 of the birthday cake was eaten on your birthday. The next day your dad ate 1/2 of what was left. You get to finish the cake, how much is left? Answer: 3/14 If students are struggling, explain that they can easily find the answer by multiplying fractions as follows, where "C" stands for the portion of cake that is left. They first need to determine how much cake was left after the birthday. Then they need to see what fraction was left the next day after dad gobbled up some more of the cake: $C = 3/7 \times 1/2 = 3 \times 1 / 7 \times 2 = 3 / 14$ So 3/14 of the cake was left over after dad had a snack the next day. Have students learn how to calculate a rate of return and how to divide a large area into smaller lots with these math problems. To help students, go over the first problem as a class: Sam loves basketball and can sink the ball in the net 65% of the time. If he takes 30 shots, how many will he sink? Explain to students that they simply need to convert 65% to a decimal (0.65), and then multiply that number by 30. Find the solutions to the word problems students have tackled in the second math worksheet. For the first problem, demonstrate how to work out the solution if students are still having difficulty, where "S" equals shots made: So Sam made 19.5 shots. But since you can't make half a shot, Sam made 19 shots if you don't round up. Normally, you'd round up decimals five and greater to the next whole number, which would be 20 in this case. But in this rare case, you'd round down because, as noted, you can't make half a shot. Being in college means you've already aced your SATs, taken all the college prep classes and filled out myriad applications to secure your place. Armed with all that experience, you can help current high school students achieve their college dreams. It was just after graduating from Massachusetts Institute of Technology with a bachelor's degree that Christine Ortiz, now 25, moved back home and started tutoring high school students in her neighborhood. After starting a graduate program at the University of Central Florida, where she is earning a master's in education, she envisioned a whole space devoted to learning. In fall 2007, she started The Knowledge Lab, a tutoring center in Longwood, Florida. Ortiz created a space with comfortable couches, custom murals and a refrigerator full of snacks to welcome students who come to her after-school SAT prep classes and help sessions on subjects like calculus and chemistry. Set to graduate herself next month, Ortiz knows how to navigate the college prep and application process—and shares with students what she wishes someone had shared with her. Positive testimonials from happy students and parents are now one of Ortiz's best marketing tools. She created a street team to talk up her business to high school kids at sporting events and the like. She also markets her business to guidance counselors as a way to get referrals. The K-Lab projects revenue of about \$75,000 for its first full year in business. "I'm trying to create the kind of environment where kids want to come, they love the people who work there and they get along with the other kids," she says. "It feels like they're just hanging out and they happen to get their work done while they're [here]." Word-of-mouth marketing and networking within your community is key to getting student clients for your college prep and tutoring business, says William H. Crookston, professor of entrepreneurship at the University of Southern California's Lloyd Greif Center for Entrepreneurial Studies. Go to PTA events or counselor events to get your business's name out there. And know what your services are worth. "Write a price list schedule," says Crookston. "And ask for [payment] before you perform the services." If you plan to grow your college prep and tutoring business, you'll want to hire a fleet of tutors. Depending on your needs, you may want to search for employees or independent contractors—but make sure you get a federal tax ID number so you can send out official 1099 or W-9 forms come tax time. Building out a huge network of tutors—more than 700—has helped Greg Zumas, 31, and Richard Enos, 32, grow their tutoring service, StudyPoint Inc., to 10 cities. Starting in Boston in 1999, Zumas, then a Cornell University student, and Enos, a Cornell graduate, quickly brought in nearly 20 tutors their first fall season. "Ninety-nine percent [of our success] is based on who's going out and working with the kids. We still spend a lot of time and money [on recruiting and training] and are very selective on instructors," says Zumas, who projects company sales to hit more than \$6 million this year. Meet the Dermatologist Who Wants to Save You Money — and Just Hit a \$200 Million Milestone for Patients Your Employees Want This Perk, and Giving It to Them Can Improve Your Bottom Line The Hidden Dangers of Not Taking Your Vacation Days This Family-Owned Manhattan Jewelry Shop Struggled to Rebuild After 9/11. Today, 2 Sisters Who Run the 46-Year-Old Business Reveal What It Takes to Persevere. Businesses Need More Women Investors. Here's How That Can Happen. Franchising Isn't for Entrepreneurs, It's for Systempreneurs This Former Disney Exec Shares Her 5 Most Valuable Takeaways on Leadership Following Viral LinkedIn Post Subtracting fractions is easy when you have common denominators. Explain to students that when the denominators—or the bottom numbers—are the same in two fractions, they only need to subtract the numerators or top numbers. The five worksheets below give students plenty of practice subtracting fractions with common denominators. Each slide provides two printables. Students work the problems and write down their answers on the first printable in each slide. The second printable in each slide provides the answers to the problems to make grading easy. D. Russell Print the PDF: Subtraction of Fractions With Common Denominators Worksheet No. 1 In this worksheet, students will subtract fractions with common denominators and reduce them to the smallest terms. For example, in one of the problems, students will answer the problem: $8/9 - 2/9$. Since the common denominator is "9," students only need to subtract "2" from "8," which equals "6." They then place the "6" over the common denominator, yielding $6/9$. They then reduce the fraction to its lowest terms, also known as the least common multiples. Since "3" goes into "6" twice and into "9" three times, the fraction reduces to $2/3$. D. Russell Print the PDF: Subtraction of Fractions With Common Denominators Worksheet No. 2 This printable offers students more practice subtracting fractions with common denominators and reducing them to the smallest terms, or least common multiples. If students are struggling, review the concepts. Explain that the least common denominator and least common multiples are related. The least common multiple is the smallest positive whole number into which two numbers can be divided evenly. The least common denominator is the smallest least common multiple that the bottom number (denominator) of two given fractions share. D. Russell Print the PDF: Subtraction of Fractions With Common Denominators Worksheet No. 3 Before having students answer the problems on this printable, take the time work a problem or two for students as you demonstrate on the chalkboard or a piece of paper. For example, take an easy calculation, such as the first problem on this worksheet: $2/4 - 1/4$. Explain again that the denominator is the number on the bottom of the fraction, which is "4" in this case. Explain to students that since you have a common denominator, they only need to subtract the second numerator from the first, or "2" minus "1," which equals "1." They then place the answer—called the "difference" in subtraction problems—over the common denominator yielding an answer of "1/4." D. Russell Print the PDF: Subtraction of Fractions With Common Denominators Worksheet No. 4 Let students know they are more than halfway through their lesson on subtracting fractions with common denominators. Remind them that in addition to subtracting the fractions, they need to reduce their answers to the lowest common terms, which are also called the least common multiples. For example, the first problem on this worksheet is $4/6 - 1/6$. Students place "4 - 1" over the common denominator "6." Since $4 - 1 = 3$, the initial answer is "3/6." However, "3" goes into "3" one time, and into "6" twice, so the final answer is "1/2." D. Russell Print the PDF: Subtraction of Fractions With Common Denominators Worksheet No. 5 Before students complete this final worksheet in the lesson, have one of them work out a problem on the chalkboard, whiteboard or on a piece of paper as you observe. For example, have a student answer problem No. 15: $5/8 - 1/8$. The common denominator is "8," so subtracting the numerators "5 - 1" yields "4/8." Four goes into "4" one time and into "8" twice, yielding a final answer of "1/2."

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