**Subtracting within 100**

[MUSIC PLAYING]

TEACHER: Awesome job. I love how quietly everybody came to the rug today. Good work.

Our unit had started with us focusing on subtracting the two-digit numbers within 100. That's a big, major work of the second grade standards. So we've started just doing traditional problems that did not require any regrouping at all and applying many different strategies to be able to solve those. And then we start introducing those tricky ones, where you do have to regroup, and trying to build that conceptual understanding of why we might need to regroup and what that would look like so they can understand how to make that happen.

Today, we are going to continue to practice subtracting with our two-digit numbers and picking which strategy that we use will help us be the most accurate in solving, OK? So I want you to think for a second. What are some of the strategies that we have used to solve subtraction problems? There's kind of three ones that we use the most. Cameron?

STUDENT: Regrouping?

TEACHER: Oh, we've been using regrouping. You got it, Cameron.

When we finish this unit up, we want the students to be able to understand when they would need to regroup, why they need to regroup, and then how they could represent that to solve a problem.

Can anybody else explain how we might regroup, somebody who's got it down really good? Arielle?

STUDENT: Taking a 10 away?

TEACHER: Oh, we take a 10. And what do we do with that 10? Do you remember?

STUDENT: We break it apart.

TEACHER: Into what?

STUDENT: 10 ones.

TEACHER: 10 ones. And we move those to the ones column. And then we subtract. You got it.

When do we regroup? Who can remind us? Haley?

STUDENT: Take the smaller number and then the big number?

TEACHER: When the smaller number's where? When the smaller number is where?

STUDENT: Right there.

TEACHER: In the top, right? Because we can't take away that bigger number from our smaller number. We have two other strategies. Ashely?

STUDENT: You can use the place value.

TEACHER: Oh, there we go-- that place value drawing, right? And who can explain, how do we do a place value drawing? What do we do? Isabella?

STUDENT: We break a 10 and we turn it into 10 ones.

TEACHER: Yeah. And then, what do we do after that?

STUDENT: We subtract the number?

TEACHER: Then we subtract to get our answer. Awesome. What's our third strategy that lots of us have been using? Suilong, it's one of your favorites-- yours, too, Leanna. Leanna?

STUDENT: A number line.

TEACHER: The open number line. Can you explain how we might use an open number line?

STUDENT: You look at the smaller number. Usually, what I do-- I take away the three. I add--

TEACHER: As you do the 31st. Yeah.

STUDENT: And then I take away seven.

TEACHER: Yeah. So she likes to take away her tens first, and then the ones. I know, Suilong, when you do it you like to do the terms by themselves, right? And then the ones too.

So there are ways you can do it. Some of us use that open number line. Most of us love to use this place value drawing. And some of us are really good at doing regrouping on our own. And some use kind of a combination of them both, don't we?

Maddie likes to use the two together, I know, quite a bit. So good thinking. All right, are you ready to be mathematicians?

STUDENTS: Yes.

TEACHER: All right, here we go. We are going to turn and talk with our partner. And I want you to share with your partner which strategy is your favorite and why it's your favorite.

So partner ones will share first. And then when they're done, partner two will share, OK? So take a second to think. Which strategy is your favorite and why? Go ahead.

STUDENT: There is regrouping, place value drawing, and open number line.

STUDENT: I like using the number line because you can-- it's kind of easier to subtract sometimes.

STUDENT: I like to use the regrouping because it was on our homework last night and it was just easier for me to do it than it was for me to do regrouping on a number line.

[CHIME]

TEACHER: OK. Go ahead and stop. Good job. Turn back to me.

Thank you. Who can share what their partner's favorite strategy was and why it was their favorite? So not your strategy, but your partner's. Aurora?

STUDENT: Parker liked the regrouping.

TEACHER: And why did he like regrouping?

STUDENT: Because it was easy.

TEACHER: Because, for him, that was an easy strategy. Awesome. Who else can share what their partner thought? Deja?

STUDENT: Me and Isabella like the place value because it's very easy and we don't have to do that much.

TEACHER: So because, for you, it's kind of easy. You don't have to think too hard. You could just use that drawing and you know you're going to be right. That's a good explanation.

All right. Get your mathematician brains turned on. I'm going to share with us a problem to solve. And, like I always say, you can use it using any strategy you--

STUDENT: Choose.

TEACHER: Choose-- you got it. So here we go. So we are going to find the answer to 82 minus 56.

You're going to use any strategy that you know to solve. And you're going to show your work, like we always do, and be able to explain why your strategy works. Now, remember, after you solve it, how can we check our work? What do we do, Aiden?

STUDENT: Do an adding problem.

TEACHER: Yeah, you could turn it into an adding problems to do it. So go ahead and solve using any strategy you know how. And then you can always check your work by adding.

Go ahead. You have a question, Janna? What?

STUDENT: Mrs. Reid, you cannot take two away from six.

TEACHER: So what do you need to do?

STUDENT: Regroup.

STUDENT: Regroup?

TEACHER: Oh. Go ahead. You know how. Use any strategy you know.

The standard that we were addressing in today's lesson was numbers and base 10.5, which is adding and subtracting fluently two-digit numbers within 100 using a variety of strategies. And this is the major work of the grade level with the common core state standards. We've spent a lot of time on it here in second grade. We do a lot with the addition, and the subtraction, and getting all those strategies, and having students understand how and why they work so they have a strong conceptual understanding moving forward.

One of the ways I was assessing my students' learning during the lesson today was using a monitoring chart. So I was walking around and observing what they were doing. And on the chart, I wrote down the different strategies or misconceptions I might see my students making.

And then, I was jotting notes of who was doing what so I knew who I could pull up to share with the class their different thinking, who might be a good model. See who was catching on and who wasn't and made some notes of students I might need to touch base with later. And then I use that information to share with the whole group. And then I'll use some of that in my reteaching as well.

Oh, my goodness gracious. I'm loving the math. All right.

When you have solved, I will know you're done. Just put your pencil down. We're gonna give our friends-- I'll give you, like, one more minute to finish. So what's your strategy so far?

STUDENT: Place value.

TEACHER: Place value. So how do we start our place value strategy? The first thing we do is--

STUDENT: Count the place value?

TEACHER: Well, which drawing do we draw? Which number, 82 or 56?

STUDENT: 82.

TEACHER: OK. I see you have 82 there, right? OK, now we need to subtract, right? So what do you do? Can you take six away from two?

STUDENT: No.

TEACHER: So what do you have to do?

STUDENT: Take the 10 away?

TEACHER: Oh. And turn that 10 into what?

STUDENT: 10 ones.

TEACHER: Yeah, turn into 10 ones. Can you do that with your drawing? I'm going to give you a hint.

I'm just going to help you. So this was your other number. You don't need that number. Try it down there, OK?

All right. You should be mostly done. Put your pencils down. Back up here.

So we're going to go ahead and we're going to work with our partner again, but I'm just going to remind you of our expectations. And they are back here. Remember, you're going to face each other, make your eye contact, speak so they can hear you, listen to what they say, and make sure you ask questions, OK? And I'm going to give you some questions to ask your partner.

So partner one, they're going to be in green first. And they're going to ask, why did you choose this strategy? And then partner two will share-- I chose this strategy because-- and then, partner one will say, how did your strategy work? And then, partner two will explain how they solved their problem, OK?

Once partner two is done explaining how they solved, then you're going to switch, and partner two is going to ask the question, and partner one is going to answer. Got it? All right.

When you hear the chime, it'll be time for everybody to turn back around. Ready? Turn and talk.

[CHATTER]

STUDENT: Why did you choose that strategy?

STUDENT: I chose this strategy because it was easy and I know how to do it very well. And subtracting tens and adding tens are pretty good for me.

STUDENT: Me too. How does your strategy work?

STUDENT: It works by-- you can subtract tens and add tens-- mostly, you subtract ones.

STUDENT: OK, now--

[INTERPOSING VOICES]

STUDENT: Why did you choose your strategy?

STUDENT: I think you got the right answer because I had to take some tens and break them apart. And then I had to subtract six ones, so I subtracted six ones. And I've got six more ones so I put a six there. And I had to break up a 10 so I've got two more tens and that's 20.

STUDENT: How does your strategy work?

STUDENT: Because I subtracted my tens, and I broke up one 10, and that left me 10 ones. And I had to subtract the four ones. And that gave me six ones. And then I had to subtract the two from the 82 ones. And I got six more ones.

I put the six there. And since I had to break up that 10, I wouldn't have three. I would only have two.

STUDENT: So what was your answer?

STUDENT: 26.

TEACHER: All right, can I have your attention, please? Some of you have noticed that you and your partner did not have the same answer. A couple of you that happened to. I saw a couple.

So don't erase if you and your partner had different answers. But I want you to talk to your partner and figure out who had the right answer if your answers are different. And is there anything you would change in your work? If there is something you would change, you can just draw a line on your paper and show me your second way of solving, OK?

If you and your partner got the same answer, check your strategies. Were your strategies the same? OK?

Go ahead and take a look with your partner. Were they the same or different? And could you revise your work, if needed?

[CHATTER]

That's good.

STUDENT: Take away five. So--

STUDENT: I got 34.

STUDENT: --one, two, three, four, five.

[INTERPOSING VOICES]

STUDENT: I took away a 10.

STUDENT: There. Now you have 20. See?

[INTERPOSING VOICES]

--take away five--

[INTERPOSING VOICES]

STUDENT: Why are you doing that?

[INTERPOSING VOICES]

STUDENT: Mrs. Reid did that.

STUDENT: So I took away four more tens. One, two, three, four.

STUDENT: OK, so you took away--

STUDENT: Three more tens.

[INTERPOSING VOICES]

And we've got left two ones [INAUDIBLE]

STUDENT: How'd you check your answer?

STUDENT: I did place draw and I also did regrouping.

[INTERPOSING VOICES]

STUDENT: I didn't get a 20, thanks.

STUDENT: Then do it again! This is what-- what I got was 26.

[INTERPOSING VOICES]

STUDENT: How'd you do that, though?

STUDENT: I did this.

STUDENT: Yeah.

STUDENT: Yeah?

STUDENT: At least you tried on your number line, right?

STUDENT: Yeah.

STUDENT: That's good, at least.

STUDENT: Yeah.

STUDENT: I got 26, so.

STUDENT: I got 26 finally.

STUDENT: Did you redo your number line or did you just do that?

STUDENT: I just did my regrouping right there.

STUDENT: Oh, OK. So that's how you redid it?

STUDENT: Yeah, that--

[INTERPOSING VOICES]

STUDENT: Oh.

TEACHER: Please turn around. Just put your pencils down. I am so proud of the math conversations I heard. There was awesome explanations.

There was awesome questioning of your partner and asking them what they were doing and why. And I even saw some partners helping each other when their answers didn't match and that is just fantastic work. We're going to show a few examples up on the document camera, OK?

I'm going to go ahead and start with Jaylen. Can I borrow your notebook, Jaylen? So Jaylen-- here is Jaylen's strategy. He has his equation. And what strategy did you use, Jaylen?

STUDENT: Regrouping.

TEACHER: OK. And what's this over here?

STUDENT: Those are my ones and tens.

TEACHER: Oh, so that's-- what do we call that strategy? Who can help us-- Noah?

STUDENT: [INAUDIBLE]

TEACHER: Yup. It's our place value--

STUDENT: Drawing.

TEACHER: Drawing. OK, so how did you use the place value drawing to help you solve your problem? What did you do first?

STUDENT: First I took a 10. I took a 10 and broke it into 10 ones. And I put the 10 ones in the ones.

TEACHER: OK.

STUDENT: Then I did the 56. Then I did the six. Then I took away six ones. And then I took away six tens because I needed one to-- I didn't have enough to take away six. So that's why I broke a 10 and then subtracted five tens.

TEACHER: Then you subtracted five more tens.

STUDENT: And that's how I got 26.

TEACHER: Excellent. So he started by drawing his 82. He had his eight tens and two ones. He realized, oh, I don't have enough ones. So he took one of those tens and he broke it into--

STUDENT: 10 ones.

TEACHER: 10 ones. And then he went ahead and subtracted. And he got the answer 26. Awesome job. Great job explaining, Jaylen.

All right. Next, Arielle, can I borrow your notebook? Thank you. So Arielle used which strategy?

STUDENT: A number line.

TEACHER: The open number line. How did you use the open number line? What did you do first?

STUDENT: I started by tens and then my one.

TEACHER: OK. So what number did you put on the number line first to start? How did you know where to start?

STUDENT: With my 82.

TEACHER: With the 82. And then what did you do?

STUDENT: I took five tens, 50, away.

TEACHER: Yeah, so she took five tens away, which is 50. And you could see her skip-counting down here. And then what did you do?

STUDENT: And then I took away six ones.

TEACHER: And what'd you get for your answer?

STUDENT: 26.

TEACHER: Perfect. Awesome job, Arielle. Thank you for sharing your math thinking with us. All right.

Noah, can I borrow yours? All right, Noah, do you want to explain it to us what you did? What strategy did you use?

STUDENT: Regrouping.

TEACHER: The regrouping strategy. OK. Can you explain to us how you did it?

STUDENT: I changed it into the seven. So I did seven minus five. So I got a two.

So I changed the two into a 12. Then I knew six plus six is 12. So I did 12 minus six equals six. And I got 26.

TEACHER: OK. I have a couple of questions for you. So you said that you changed the eight into a seven. Why did you change your eight tens to seven tens?

STUDENT: Because two cannot take away six.

TEACHER: Oh, we can't take six away from--

STUDENT: Two.

TEACHER: --two. So you had to go next door. OK, so you took away one 10 from the eight and made it into seven. And what did you do with that 10? What did you do next?

STUDENT: Put the 10 into the 12.

TEACHER: Oh, so you took the 10 ones plus the two ones to make 12 ones. Could you subtract six ones from 12 ones?

STUDENT: Yeah.

TEACHER: Yeah. So that's how you got 26. Awesome job. Great thinking, Noah. Great.

I also want to share one more. Seguetoo did a really good job of learning from his partner. So Seguetoo, come on up.

He had some good questioning from his partner, Kaden. And Kaden did a great job of helping Seguetoo revise his work. So Seguetoo, here was your first way you solved your problem. Can you explain what you did the first time?

STUDENT: I drawed eight tens and two ones. And I crossed off five tens from the eight tens. And you can't take away the six from the two. So I took away 10 ones. And I crossed off six ones and--

TEACHER: How many ones did you have left?

STUDENT: Six.

TEACHER: You had six left. And then when I look at your equation here, you had a three here for 36. What didn't you do that you needed to do? You forgot to do what?

STUDENT: I forgot that I had borrowed a 10.

TEACHER: Oh, you forgot that we had regrouped. We borrowed that 10. We regrouped into ones, right?

So that's why his answer was 10 higher. So you went ahead and you did it down here. And what did you do differently down here?

STUDENT: I drawed eight tens, two ones. And I couldn't take away six from the two. So I borrowed the 10 from--

TEACHER: Yeah. So this is erased? You erased it. And then you changed it to your 10 ones? OK.

STUDENT: Yes.

TEACHER: And then what did you do after you regrouped it?

STUDENT: After I regrouped it, I took away six--

TEACHER: Yep.

STUDENT: --ones.

TEACHER: And then you took away your--

STUDENT: Five.

TEACHER: And what was your answer?

STUDENT: 26.

TEACHER: Awesome. Show me with your thumb up or thumb down, how many of you also got 26? I think, for the most part, everybody got that one right. Awesome thinking. Great work.

So we're going to solve a problem together up here on the board. I think it should be ready. All right.

So I have my problem ready to go. My problem today is 46 minus 17. So I went ahead and I started my place value drawing. I have four tens and how many ones do I have, Haley?

STUDENT: Six.

TEACHER: And I have six ones. So I have my four tens and my six ones. I'm ready to subtract. I need to take away seven ones. And I'm going to think to myself, hmm, can I take seven away from six?

STUDENTS: No.

TEACHER: No. Who can tell me, what do I need to do? Sophia?

STUDENT: You need to take away a 10 stick, and add it to the ones, and make 10 ones.

TEACHER: Oh, so I'm going to take away 10 stick. How many tens do I have left, Cameron?

STUDENT: Three.

TEACHER: I have three. So I'm going to change my four to a--

STUDENTS: Three.

TEACHER: Three. What do I do with those 10 ones, Kaden?

STUDENT: You draw them by your one.

TEACHER: I'm going to draw them by my ones. So I'm going to do my 10 over here. So I'm going to take my 10 from my tens place and I move which my ones. So what's 10 plus six? How many ones do I have now, Aiden?

STUDENT: 16.

TEACHER: 16. So I'm going to cross out my six. And what does it become?

STUDENTS: 16.

TEACHER: 16. Am I ready to subtract?

STUDENTS: Yes.

TEACHER: Yes. 16 minus seven is-- I'm just going to use my math facts to know. Dougie, what's 16 minus seven?

STUDENT: 23.

TEACHER: You're adding. We need to take away.

STUDENT: Three?

TEACHER: Oh, nice try. Taylor?

STUDENT: Nine.

TEACHER: Nine! 16 minus seven is nine. And I can check that real quick. I'm going to take away seven.

Oh, and look-- I have nine ones left. Now, I have three, take away one. Soraya, what is three, take away one?

STUDENT: Two.

TEACHER: Two! So I'm going to take away my one 10 and I have how many left?

STUDENTS: Two.

TEACHER: Two. Do you see how what we did here we can also just do looking at the numbers using just the regrouping strategy? Lots of you are ready to just use this.

It's OK if you still need to use a place value drawing. It's OK if you still need to use an open number line. But I want you to challenge yourself as mathematicians and see if you can solve it this way, OK?

It is time for you to show me what you know. So you are going to get an exit ticket with a problem on it. You're going to take it back to your desk.

It's right here-- just one problem to solve. You're going to take it back to your desk, OK? You're going to do your work right here. If you need extra room, there's room on the back. Make sure you put your name in the name spot.

When you are done working by yourself to solve it, OK, you're going to come and turn it in over here. If you're like, Mrs. Reid, I got regrouping. I'm so good, I could teach it to the other second grade, you can put it in the green bucket.

If you're like, I'm mostly sure, but I might need a little bit of help, it can go in the yellow, right? That's kind of in-between. If you're like, Mrs. Reid, this is still kind of hard for me and I need some extra help from you, you can put it in the red, OK?

So once you get your ticket, you're going to go back to your desk. You're going to solve it, turn it in, in the bucket needs to go in. And then you may go to your math station.

STUDENT: One, two, three, four, five, [INAUDIBLE]

STUDENT: [INAUDIBLE] This is three. [INAUDIBLE] five, six, seven.

STUDENT: [INAUDIBLE] One, two, three, 30.

STUDENT: [INAUDIBLE]

[CHATTER]

TEACHER: When you make it into a drawing--

STUDENT: [INAUDIBLE]

TEACHER: [INAUDIBLE] just like we did yesterday. So make sure you check it before you turn it in.

You guys, you've got it? You're good? All right. Put it where you think, just like that. Right?

STUDENT: Mrs. Reid?

TEACHER: Yes?

STUDENT: Is that right?

TEACHER: You got both correct. Great job, Jackson.

STUDENT: No--

STUDENT: Record and check your answer.

STUDENT: --so--

STUDENT: Check your answer with the answer key. No answer key--

[INTERPOSING VOICES]

STUDENT: All right, so 29. We take away 11.

STUDENT: Wait. 29--

STUDENT: 29, take away 11.

STUDENT: OK. I barely can write.

STUDENT: Do you want to stand right here and do it?

STUDENT: No, no.

STUDENT: OK.

STUDENT: 29--

STUDENT: 29 minus what?

STUDENT: 11.

STUDENT: Minus 11.

STUDENT: 11.

TEACHER: So close, buddy.

[INTERPOSING VOICES]

STUDENT: 11. I might use break apart.

STUDENT: Break apart?

STUDENT: No, this is actually really simple.

[INTERPOSING VOICES]

STUDENT: It has an eight and then--

STUDENT: A one.

STUDENT: 18.

STUDENT: Yeah, it goes by tens.

[INTERPOSING VOICES]

So next one is 33 plus 17. Can you take three away from seven?

STUDENT: Put the ones that we--

[INTERPOSING VOICES]

STUDENT: We have to regroup in this one because we had to take--

STUDENT: Put the ones to the side.

STUDENT: Yeah. We'll have time.

STUDENT: Yeah. We have to regroup--

STUDENT: We have to regroup this one.

STUDENT: Yeah, we have to regroup this one.

STUDENT: Man.

STUDENT: [INAUDIBLE]

STUDENT: Dude! Wow. Wow. Wow. [INAUDIBLE] Minus? Is this a minusing question?

STUDENT: So we have to regroup now.

STUDENT: I know.

[INTERPOSING VOICES]

STUDENT: Wait. What is it?

[INTERPOSING VOICES]

STUDENT: Wait. What is it?

STUDENT: 33.

STUDENT: 33 minus 17?

STUDENT: Yeah. 33 minus 17.

STUDENT: I think we have to add six to 30.

[INTERPOSING VOICES]

STUDENT: No. This one's simple, but we don't do this.

STUDENT: [INAUDIBLE]

STUDENT: Yeah, we have to regroup somehow.

STUDENT: Oh, wait. I know how to regroup. You take this away--

STUDENT: Oh, yeah. I know--

[INTERPOSING VOICES]

STUDENT: --and then one, two--

[INTERPOSING VOICES]

three. And then one?

STUDENT: So [INAUDIBLE]. And then this makes it 13. 13--

STUDENT: One, two, three--

STUDENT: --minus seven equals--

STUDENT: --four, five six--

STUDENT: --13.

[INTERPOSING VOICES]

STUDENT: No. 12, 11, 10, nine--

STUDENT: And then you take away seven.

STUDENT: Seven.

STUDENT: Six.

STUDENT: One, two, three, four, five--

STUDENT: So there's a six in there?

STUDENT: --six.

STUDENT: It's probably six and then two--

[INTERPOSING VOICES]

STUDENT: And then there's 20. And then--

[INTERPOSING VOICES]

--there's 20 and 21.

STUDENT: Add the table.

STUDENT: I know.

[INTERPOSING VOICES]

STUDENT: And then there's 20, 21, 22, 23, 24, 25, 26, 27.

[INTERPOSING VOICES]

There's only 27 left.

STUDENT: So 16--

STUDENT: 16 plus 17.

STUDENT: If you only have 27 left, then the answer is 27.

STUDENT: Six-- so we need--

STUDENT: No. We have to check it with the adding equation.

STUDENT: Oh, yeah. 16.

STUDENT: Six, seven, eight, nine, 10, 11.

TEACHER: Ooh! You got it! Love it.

STUDENT: Yay! Good math.

TEACHER: Oh, I've seen so much good math. It makes me so happy.

STUDENT: Yay!

STUDENT: Yay!

TEACHER: Double. Woo! All right. Soraya, can you show us the answer to the second one?

STUDENT: [INAUDIBLE] Yay!

TEACHER: I know. Isn't it exciting when our friends catch on?

STUDENT: Yep.

TEACHER: I get so excited. Love it. Great job. So 25 minus 14 is--

STUDENT: 11.

TEACHER: You got it. Good work. All right, I'm going to try to trick you on this one. Here's your next one.

STUDENT: You can't. I already know it.

[INTERPOSING VOICES]

TEACHER: So remember, your first question you're going to ask yourself is, can I subtract? And if not, do I need to re--

STUDENT: Group.

TEACHER: --group. Here we go.

STUDENT: Regroup.

TEACHER: All right. Go ahead. Start with your ones and think, hmm, can I take three away from two? Now, Deasia, can you take three away from two?

STUDENT: No.

TEACHER: What do you have to do?

STUDENT: I have to take one of the fours out.

STUDENT: The three.

TEACHER: You have to take one of the tens and break it into--

STUDENT: 10 ones.

TEACHER: Go ahead.

STUDENT: I'm wrong.

TEACHER: Uh-oh. So what are you going to do to fix it?

STUDENT: Do everything's wrong.

TEACHER: This part is all right, but I think your math was a little off. So do 12 minus three. You can use a picture to figure it out.

STUDENT: It's nine.

TEACHER: Oh.

STUDENT: 10.

TEACHER: 12 minus 3 is 9. Good.

STUDENT: Nine.

TEACHER: OK. And what's three minus one?

STUDENT: Three minus one is two-- 29.

TEACHER: Now, check that and see if it's right.

What I'll do to continue our learning from today's lesson is, I will take a look at our exit tickets that we did today and see where students' understanding is and how they felt about that. And then break into some small group instruction to better support the students who need that. I still have some students who are struggling with some basic subtraction problems.

So they are really struggling with the two-digit subtraction. So how can I better support them? And what's giving them some additional strategies to help them be a little more accurate and fluent in their subtraction.

And with the students who are a lot more confident, we'll just be doing a lot of additional practice that becomes a very fluent application so they're just able to solve things more quickly, more accurately, that they're more confident in what they're doing so that it becomes not such a chore to solve, but they're like, oh, I see a two-digit subtraction problem. I know how to solve that. And being able to solve that correctly.