## Lesson 16: Subtract Within 1,000

* Let’s subtract in a way that makes sense.

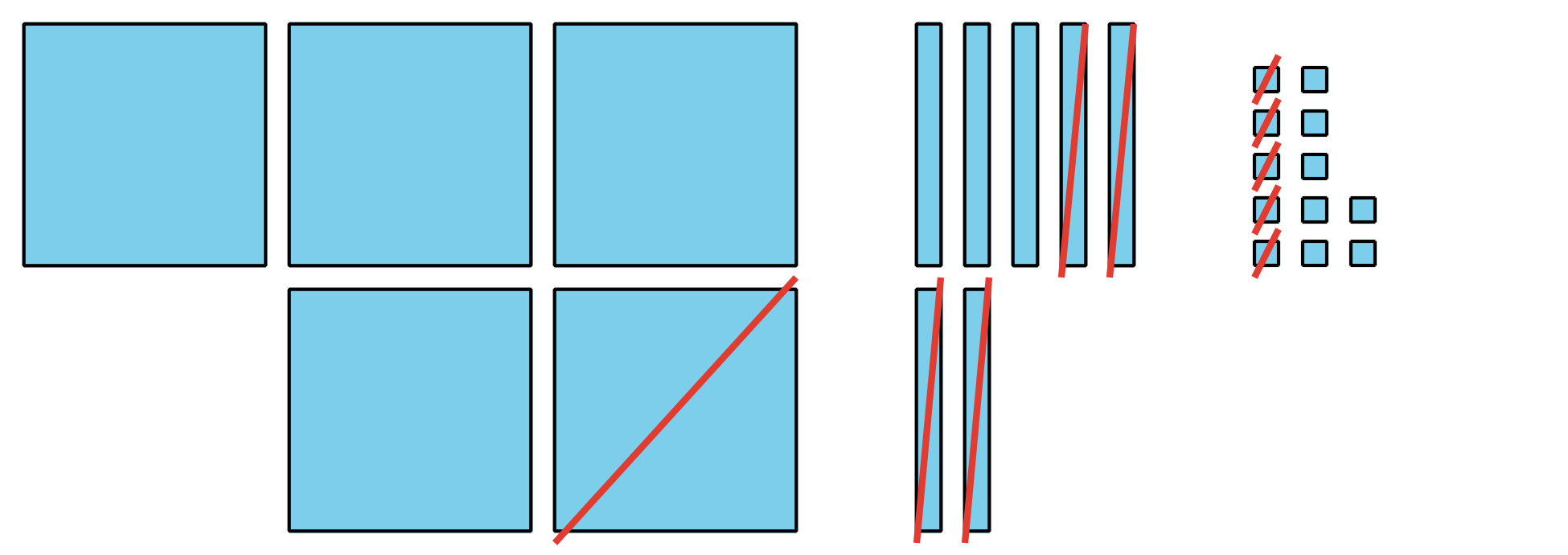
### Warm-up: True or False: Equations Based on Place Value

Decide if each statement is true or false. Be prepared to explain your reasoning.

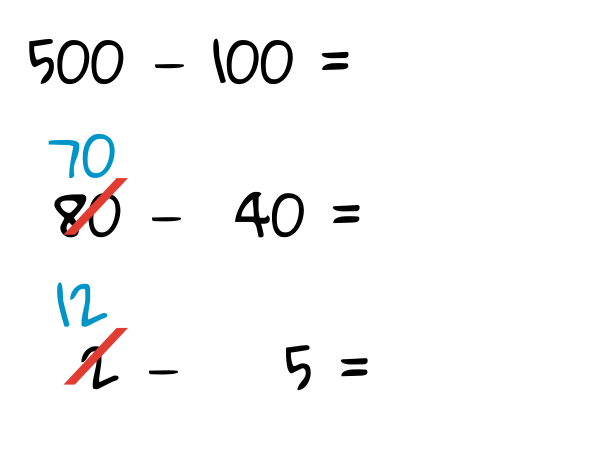
* 2 hundreds 3 tens 4 ones 2 hundreds 3 tens 14 ones
* 2 hundreds 3 tens 4 ones 1 hundred 13 tens 4 ones
* 1 hundred 13 tens 4 ones 1 hundred 12 tens 14 ones

### 16.1: Jada’s Thinking

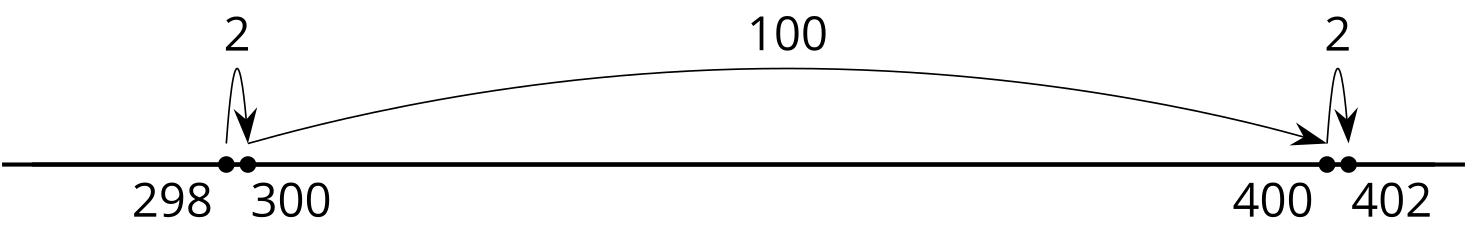
Lin’s diagram:



Jada’s equations:



* 1. Discuss how Jada’s equations match Lin’s diagram.
  2. Finish Jada’s work to find the value of

1. Jada is thinking about how to find the value of
   1. Jada says she knows a way to count on to find the difference. She showed her thinking using a number line.
   * 
   * Explain Jada’s thinking.
   1. Jada says you can’t decompose to find the value of because there aren’t any tens. Do you agree with Jada? Use base-ten blocks, diagrams, or other representations to show your thinking.

### 16.2: Find It Your Way

Find the value of each expression in a way that makes sense to you. Show your thinking. Organize it so it can be followed by others.

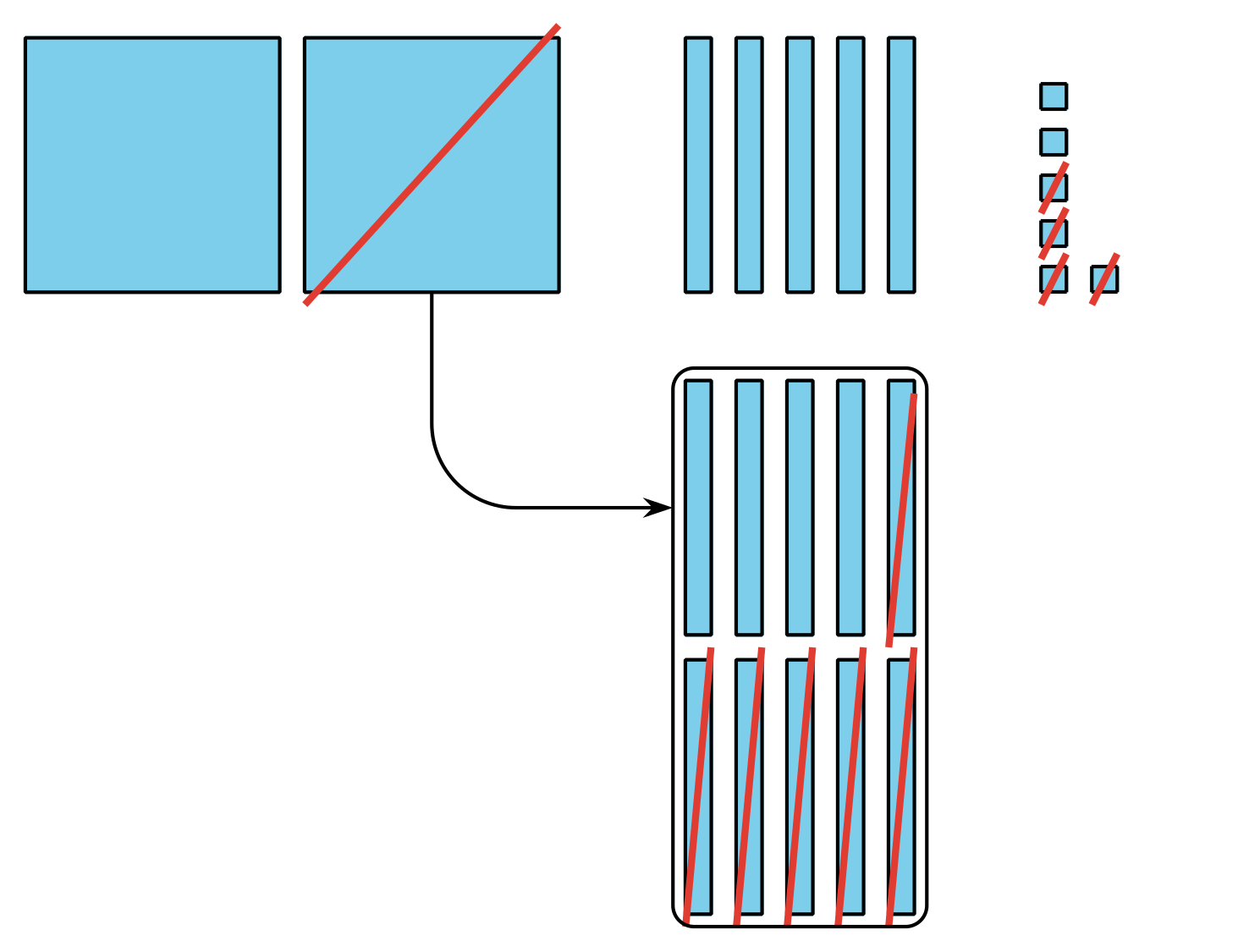
### Section Summary

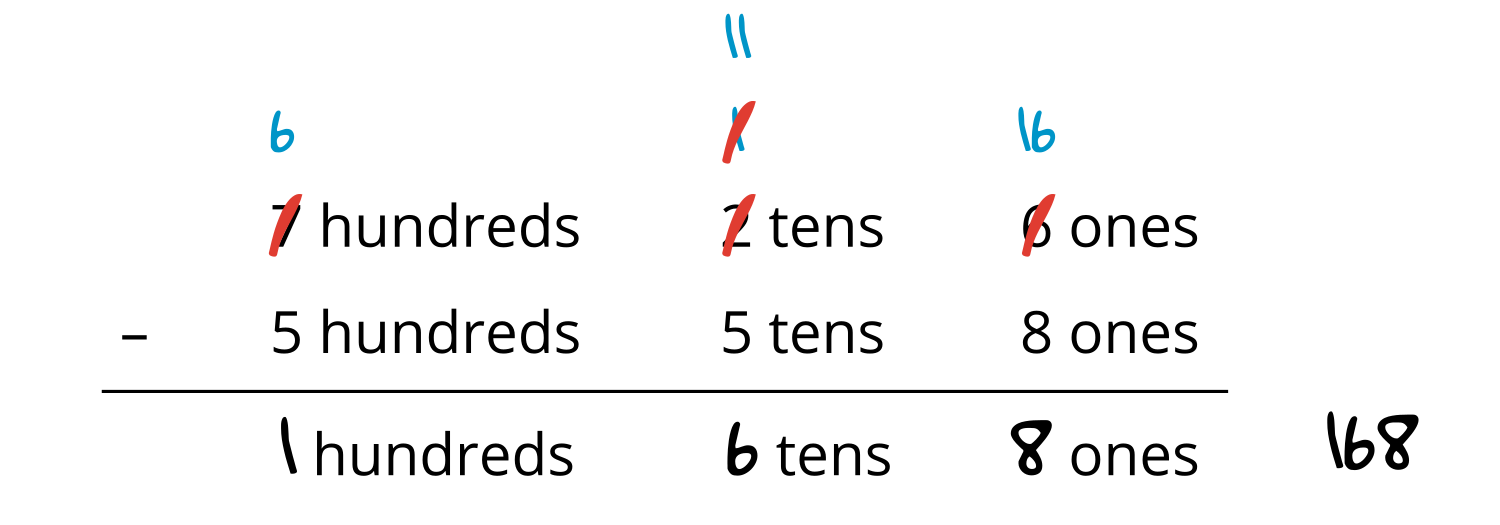
Section Summary

In this section of the unit, we learned many different ways to subtract three-digit numbers using what we know about place value. We used base-ten blocks, diagrams, and equations to show subtracting hundreds from hundreds, tens from tens, and ones from ones. We learned that when you subtract by place, you may decompose a hundred, a ten, or both. We learned that it is helpful to look closely at the numbers in an expression to plan how to decompose or to choose a method that helps us use friendly numbers or the relationship between addition and subtraction.

Base-ten Diagram for

Unit Form for







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