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

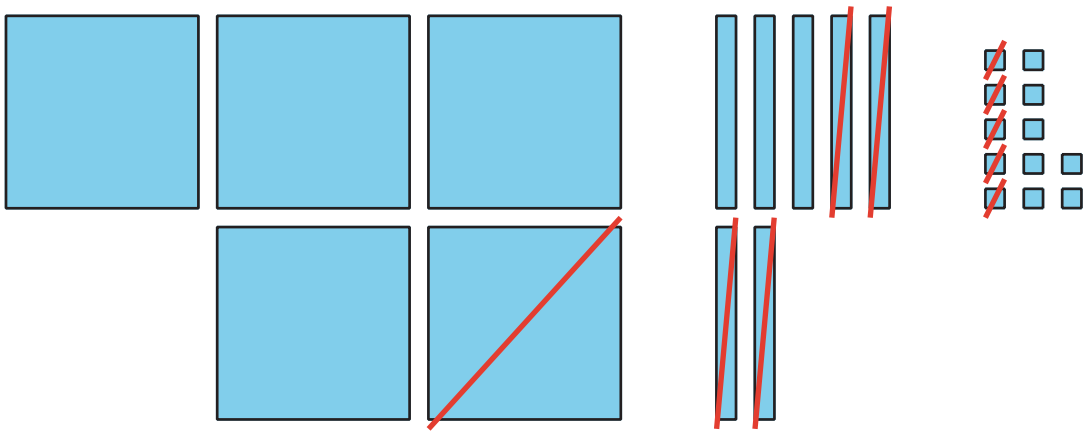
- 2 hundreds + 3 tens + 4 ones = 1 hundred + 13 tens + 4 ones

- 1 hundred + 13 tens + 4 ones = 1 hundred + 12 tens + 14 ones

Activity 1

Jada's Thinking

Lin's diagram



Jada's equations

$$500 - 100 =$$

$$\overset{70}{\cancel{80}} - 40 =$$

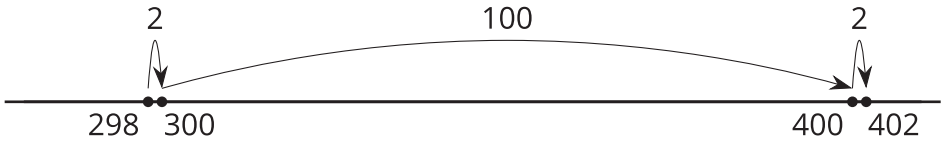
$$\overset{12}{\cancel{2}} - 5 =$$

1. a. Discuss how Jada's equations match Lin's diagram.

   b. Finish Jada's work. Find the value of $582 - 145$.

2. Jada is thinking about how to find the value of $402 - 298$.

   a. Jada knows a way to count on to find the difference. She shows her thinking, using a number line.



   Explain Jada's thinking.

   b. Jada says she can't decompose to find the value of $402 - 298$, because there aren't any tens. Do you agree? Show your thinking, using objects, drawings, numbers, or words.

Activity 2

Find It Your Way

Find the value of each expression in a way that makes sense to you. Show your thinking, using drawings, numbers, or words.

1. $535 - 214$

2. $700 - 589$

3. $683 - 398$

4. $918 - 608$

5. $735 - 457$

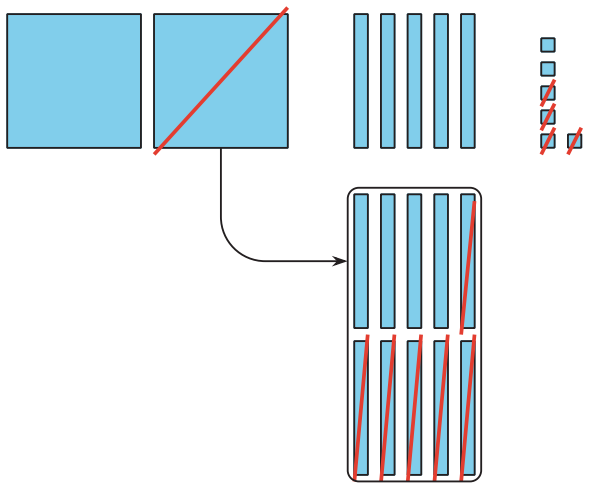
6. $602 - 487$

Section C Summary

We learned ways to subtract 3-digit numbers, using place value. We used base-ten blocks, diagrams, and equations to subtract hundreds from hundreds, tens from tens, and ones from ones. We decomposed a hundred, a ten, or both to subtract by place. We looked closely at numbers in expressions. We planned how to decompose. We used friendly numbers or the relationship between addition and subtraction.

Base-Ten Diagram

$256 - 64$



Unit Form

$726 - 558$

	6	11	16	
	~~7~~ hundreds	~~1~~ tens	~~6~~ ones	
−	5 hundreds	5 tens	8 ones	
	1 hundreds	6 tens	8 ones	168