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Unit 7, Lesson 16

# Subtract within 1,000

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

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

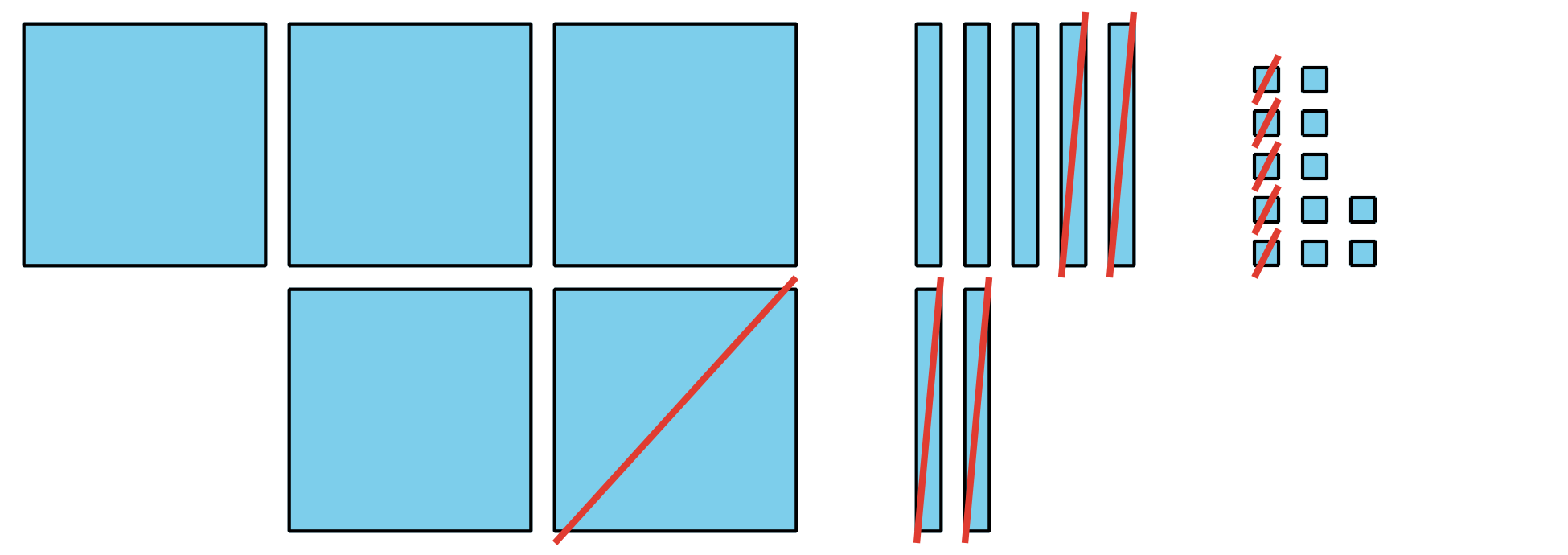
Decide if each statement is true or false. Be prepared to explain your reasoning.

* 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

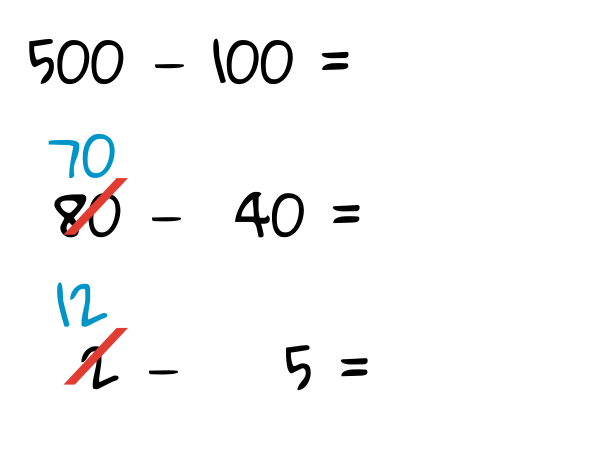
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## Activity 1 Jada’s Thinking

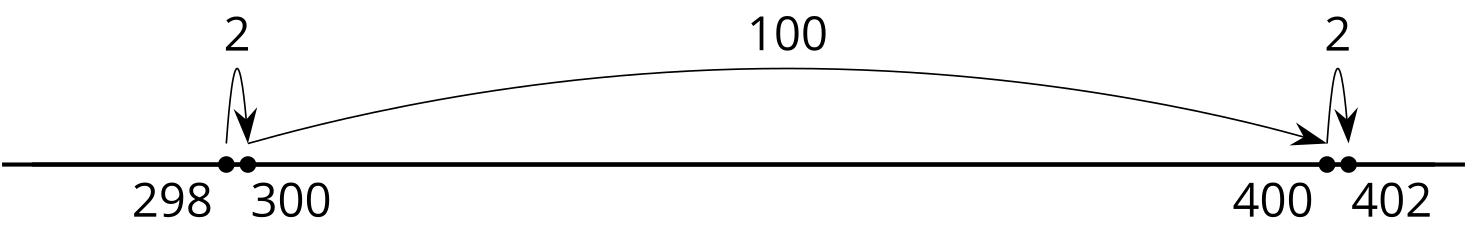
Lin’s diagram



Jada’s equations



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

1. Jada is thinking about how to find the value of
   1. Jada knows a way to count on to find the difference. She shows her thinking, using a number line.
   * 
   * Explain Jada’s thinking.
   1. Jada says she can’t decompose to find the value of , because there aren’t any tens. Do you agree? Show your thinking, using objects, drawings, numbers, or words.

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## Activity 2Find 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.

## 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

Unit Form

