



Subtract within 1,000

Let's subtract in a way that makes sense.

Warm-up

True or False: Equations Based on Place Value

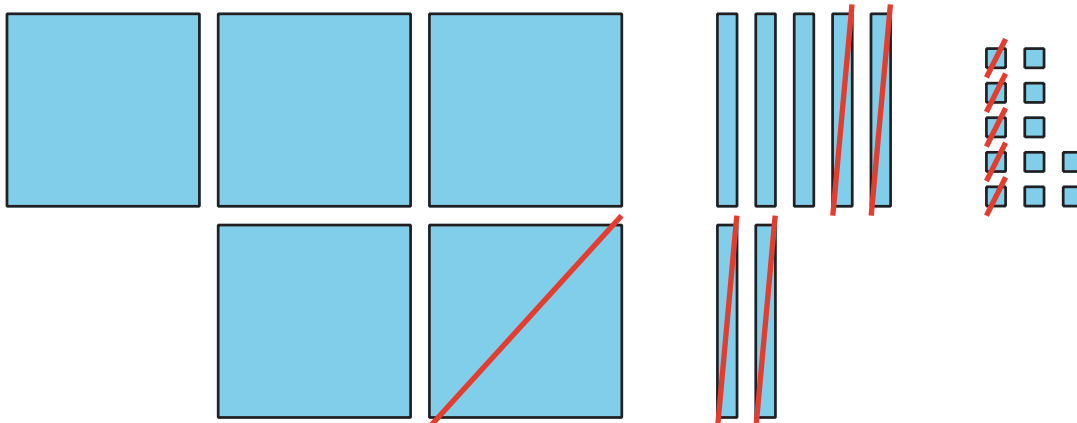
Decide if each statement is true or false. Be prepared to explain your reasoning.

- $2 \text{ hundreds} + 3 \text{ tens} + 4 \text{ ones} = 2 \text{ hundreds} + 3 \text{ tens} + 14 \text{ ones}$
- $2 \text{ hundreds} + 3 \text{ tens} + 4 \text{ ones} = 1 \text{ hundred} + 13 \text{ tens} + 4 \text{ ones}$
- $1 \text{ hundred} + 13 \text{ tens} + 4 \text{ ones} = 1 \text{ hundred} + 12 \text{ tens} + 14 \text{ ones}$

Activity 1

Jada's Thinking

Lin's diagram



Jada's equations

$$500 - 100 =$$

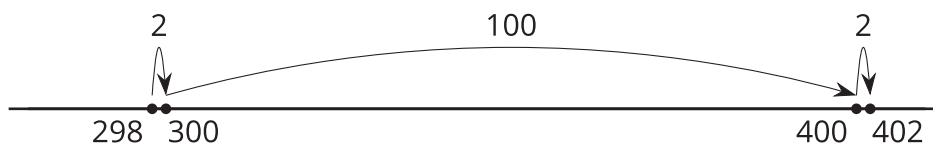
$$\begin{array}{r} 70 \\ 80 \end{array} - 40 =$$

$$\begin{array}{r} 12 \\ 1 \end{array} - 5 =$$

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. $735 - 457$

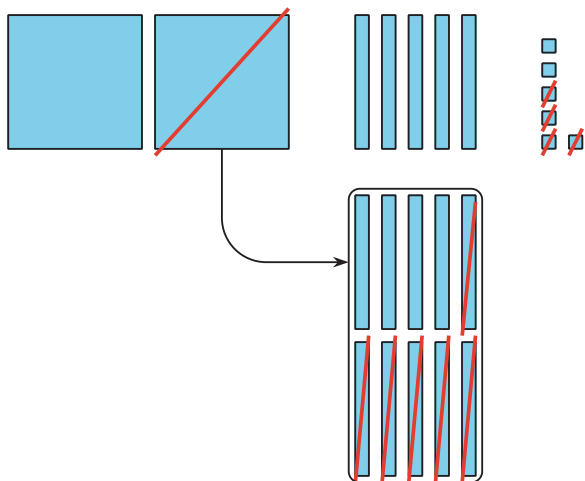
6. $602 - 487$



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
 $726 - 558$

