


# Check Subtraction Problems

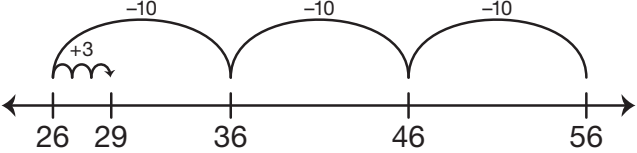
Pretend you are a teacher. Check to see how each student solved  $56 - 27$ .

1. Fern showed her work like this:



Fern

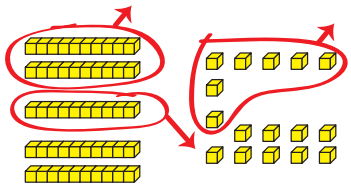

This is what I did:

$$\begin{array}{r} 56 \\ -27 \\ \hline \end{array}$$


Explain how she solved the problem.

2. Jason showed his work like this:

This is what I did:

$$\begin{array}{r} 56 \\ -27 \\ \hline \end{array}$$



Jason

Explain how he solved the problem.

3. Julia showed her work like this:



Julia



Explain how she solved the problem.

4. Show another way to solve  $56 - 27$ .

**Check Subtraction Problems Feedback Box**

|   | Expectation | Check In | Comments |
|---|-------------|----------|----------|
| Represent subtraction problems using base-ten pieces and number lines. [Q# 1–2]   | E2          |          |          |
| Subtract multidigit numbers using mental math strategies (e.g., composing and decomposing numbers, counting up) with number lines, a 200 Chart, and base-ten pieces. [Q# 1–4] | E3          |          |          |

|   | Yes . . . | Yes, but . . . | No, but . . . | No . . . |
|---|-----------|----------------|---------------|----------|
| <b>MPE5. Check for reasonableness.</b><br>I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 4] |           |                |               |          |
| <b>MPE5. Show my work.</b><br>I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–4]              |           |                |               |          |