

Name _____ Date _____

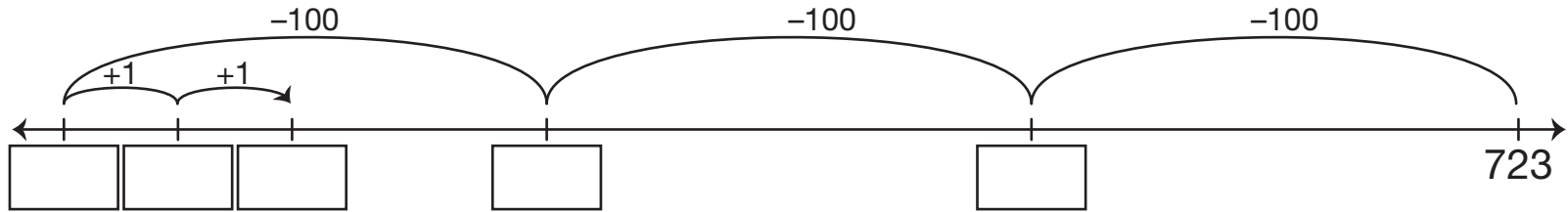
Finish It: Subtraction

1. Peter, Emily, Fern, and Luis started solving $723 - 298$ but they did not finish. Estimate the difference. Help the students finish the problem using the method each chose.

$723 - 298 =$

Estimate _____

- A. Peter used a number line:



Number sentence _____

Name _____ Date _____

- B.** Emily used expanded form to subtract $723 - 298$:

$$723 = 700 + 20 + 3 = 700 + 10 + 13 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$298 = 200 + 90 + 8 = 200 + 90 + 8 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

- C.** Fern used the compact method. Finish her problem and then check it with addition.

$$\begin{array}{r} \square \\ \square \\ \square \\ \hline 723 \\ - 298 \\ \hline \square \end{array}$$

Check with addition:

- D.** Luis counted up:

$$298 + \square = 300$$

$$300 + \square = 700$$

$$700 + \square = 723$$

$$\square + \square + \square = \square$$

Name _____ Date _____



Check-In: Questions 2–3

2. A. In Question 1B, did Emily need to make any trades before she could start subtracting? _____ How many ? _____

B. Why did Emily write $700 + 20 + 3 = 700 + 10 + 13$?

3. A. In Question 1C, did Fern trade any tens for ones? _____
How do you know?

B. Did you need to trade any hundreds for tens? _____
What did you do?

Name _____ Date _____

**Finish It: Subtraction
Check-In: Q# 2–3
Feedback Box**

	Expectation	Check In	Comments
Use and apply place value concepts to make connections among representations of multidigit numbers.	E1		
Subtract multidigit numbers using paper-and-pencil methods.	E7		

Yes ...

Yes, but ...

No, but ...

No ...

	Yes ...	Yes, but ...	No, but ...	No ...
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.				
MPE4. Check my calculations. If I make mistakes, I correct them.				