

Date _____

Name _____

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 _____

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

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

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

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

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

Check with addition:

D. Luis counted up:

$$298 + \square = 300$$

$$300 + \square = 700$$

$$700 + \square = 723$$

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

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Subtracting Multidigit Numbers

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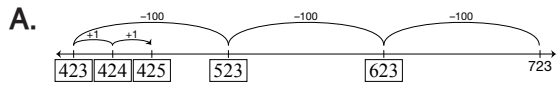
*Answers and/or discussion are included in the lesson.

Student Activity Book

Finish It: Subtraction (SAB pp. 747–749)
Questions 1–3

1.* Estimates will vary.

Possible estimate: $723 - 300 = 423$



$$700 - 100 - 100 - 100 + 2 = 425$$

B.

$$723 = 700 + 20 + 3 = 700 + 10 + 13 = \frac{600}{400} + \frac{110}{20} + \frac{13}{5}$$

$$298 = 200 + 90 + 8 = 200 + 90 + 8 = \frac{200}{400} + \frac{90}{20} + \frac{8}{5} = 425$$

C.* $723 - 298 = 425$ or $723 - 300 + 2 = 425$

Check with addition:

$$\begin{array}{r} \square \\ 723 \\ - 298 \\ \hline 425 \end{array}$$

$$\begin{array}{r} 425 \\ + 298 \\ \hline 723 \end{array}$$

D.

$$298 + \square = 300$$

$$300 + \square = 700$$

$$700 + \square = 723$$

$$\square + \square + \square = 425$$

Answer Key • Lesson 5: Subtracting Multidigit Numbers

2. **A.*** yes; 2 trades
B.* Emily could not take 8 from 3. She needed to take 10 from the 20 to give the 3 ten more ones.
3. **A.*** yes; Fern traded 1 ten for 10 ones. She crossed out the 2 and wrote a 1 to show that there was 1 ten left.
B.* yes; I traded 1 hundred for 10 tens. I crossed out the 7 and wrote a 6 to show that there were 6 hundreds left.

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Check-In: Questions 2-3

2. **A.** In Question 1B, did Emily need to make an 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?

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

	Yes...	Yes, but...	No, but...	No...
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...
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.				

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*Answers and/or discussion are included in the lesson.

Answer Key • Lesson 5: Subtracting Multidigit Numbers

Name _____ Date _____

Help Contessa Again

1. Help Confused Contessa fix her subtraction mistakes.

Tell your partner what went wrong.	Estimate, then use the same method to solve it.
<p>A.</p> $\begin{array}{r} 8 \text{ } 10 \\ 999 \\ - 735 \\ \hline 11514 \end{array}$	$\begin{array}{r} 999 \\ - 735 \\ \hline \end{array}$ <p>Estimate _____</p>
<p>B.</p> $\begin{array}{r} 820 \\ - 119 \\ \hline 719 \end{array}$	$\begin{array}{r} 820 \\ - 119 \\ \hline \end{array}$ <p>Estimate _____</p>
<p>C.</p> $\begin{array}{r} 714 \\ - 532 \\ \hline 1246 \end{array}$	$\begin{array}{r} 714 \\ - 532 \\ \hline \end{array}$ <p>Estimate _____</p>

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Help Contessa Again (SAB pp. 751–752)

Questions 1–2

See the lesson for what went wrong explanations. Estimates will vary. Possible estimates are given.

I. A.*

$$\begin{array}{r} 999 \\ - 735 \\ \hline 264 \end{array}$$

Estimate 300

B.*

$$\begin{array}{r} 1 \text{ } 10 \\ 820 \\ - 119 \\ \hline 701 \end{array}$$

Estimate 700

C.*

$$\begin{array}{r} 6 \text{ } 11 \\ 714 \\ - 532 \\ \hline 182 \end{array}$$

Estimate 200

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Tell your partner what went wrong.	Estimate, then use the same method to solve it.
<p>D. $657 - 328$</p> $\begin{array}{l} 657 = 6 + 5 + 7 \\ 328 = 3 + 2 + 8 \\ 3 + 2 + 9 = 14 \end{array}$	$657 - 328$ <p>Estimate _____</p>
<p>E.</p> $\begin{array}{r} 10 \text{ } 8 \\ 809 \\ - 271 \\ \hline 637 \end{array}$	$\begin{array}{r} 809 \\ - 271 \\ \hline \end{array}$ <p>Estimate _____</p>

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2. Contessa solved the problem below and then tried to check it with addition. Where did she go wrong? Show or tell Contessa how to check her subtraction with addition.

$$\begin{array}{r} 11 \\ 4 \text{ } 11 \\ 527 \\ - 457 \\ \hline 64 \end{array}$$

Check with addition:

$$\begin{array}{r} 521 \\ 457 \\ + 64 \\ \hline 1042 \end{array}$$

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*Answers and/or discussion are included in the lesson.

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D.* $657 - 328$

$$\begin{array}{l} 657 = 600 + 50 + 7 = 600 + 40 + 17 \\ 328 = 300 + 20 + 8 = 300 + 20 + 8 \\ 300 + 20 + 9 = 329 \end{array}$$

Estimate 300

E.*

$$\begin{array}{r} 7 \text{ } 10 \\ 809 \\ - 271 \\ \hline 538 \end{array}$$

Estimate 550

2. Contessa added all of the numbers in the subtraction problem together. She need to add $64 + 457$ to get 521.

**Swim Camp for Sharks (SAB pp. 753–755)
Questions 1–6**

Estimates and strategies for Questions 1–6 will vary.

1. Estimate: 20; $412 - 390 = 22$ sharks
2. **A.** great white shark
B. Estimate: 800; $983 - 218 = 765$ miles
3. Estimate: 500; $1000 - 550 = 450$ laps
4. **A.** mako shark
B. Estimate: 200; Possible paper and pencil method to solve $523 - 352$:

$$\begin{array}{r} 523 = 500 + 20 + 3 = 400 + 120 + 3 \\ 352 = 300 + 50 + 2 = 300 + 50 + 2 \\ \hline 100 + 70 + 1 = 171 \\ 523 - 352 = 171 \text{ pounds} \end{array}$$
5. Estimate: \$3.00; Possible mental math strategy to solve $\$4.50 - \1.40 : \$1.40 plus \$.10 is \$1.50. Add \$1.00 for \$2.50. Add another \$1.00 for \$3.50. Add another \$1.00 for \$4.50.
 $\$1.00 + \$1.00 + \$1.00 + \$.10 = \$3.10$
 $\$4.50 - \$1.40 = \$3.10$
6. Answers will vary. Students' work should show that if they add the difference to the amount they subtracted in the problem, they will get the amount they started with.

Name _____ Date _____

3. The Ocean City Sharks added all the laps they swam at camp together. They swam 550 laps altogether. Their goal is to swim 1000 laps. How many more laps do they have to swim to reach their goal?

Estimate:

Number sentence _____

✓ **Check-In: Questions 4-6**

Show how to use paper and pencil to solve this problem.

4. Two 9-foot sharks compared their weight at camp. The blue shark weighed 352 pounds and the mako shark weighed 523 pounds.

A. Which shark weighed more?
B. How many more pounds did that shark weigh than the other?

Estimate:

Number sentence _____

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Swim Camp for Sharks

The Ocean City Sharks went to swim camp. Use the *Subtraction Strategies Menu for Larger Numbers* in the Reference section as you solve each problem. Estimate first to make sure your answer is reasonable. Show or tell how to solve each problem. Include number sentences and labels.



1. Last year, 390 sharks went to swim camp. This year, 412 sharks went to swim camp. How many more sharks went to camp this year than last year?

Estimate:

Number sentence _____

2. A great white shark traveled 983 miles from its home in Mexico to get to camp. A bull shark from California traveled 218 miles from home to get to camp.

A. Who lives farther from camp?
B. How much farther?

Estimate:

Number sentence _____

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Show how to use mental math to solve this problem.

5. A small cup of fish costs \$4.50 at the camp snack stand. A tiger shark has \$1.40. How much more money does the shark need to buy a cup of fish?

Estimate:

Number sentence _____

6. Choose one problem from Questions 1–5 and check your subtraction with addition.

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My Own Subtraction Strategies Menu

Solve each problem using the strategy in the menu. Add a cloud to the mental math strategies.

Finding Friendly Numbers $928 - 697$	Using Base-Ten Pieces $\begin{array}{r} 928 \\ - 697 \\ \hline \end{array}$
Counting Up $928 - 697$	Using Expanded Form Subtract 697 from 928 $928 =$ _____ $697 =$ _____
Counting Back $928 - 697$	Using the Compact Method $\begin{array}{r} 928 \\ - 697 \\ \hline \end{array}$

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My Own Subtraction Strategies Menu (SAB p. 757)

<p>Finding Friendly Numbers</p> <p>$928 - 697$</p> <p>Possible response: $900 - 700 = 200$</p>	<p>Using Base-Ten Pieces</p> <p>$\begin{array}{r} 928 \\ - 697 \\ \hline 231 \end{array}$</p>
<p>Counting Up</p> <p>$928 - 697$</p> <p>$697 + 3 = 700$ $700 + 200 = 900$ $900 + 28 = 928$ $3 + 200 + 28 = 231$</p>	<p>Using Expanded Form</p> <p>Subtract 697 from 928</p> <p>$928 = 900 + 20 + 8 = 800 + 120 + 8$ $697 = 600 + 90 + 7 = 600 + 90 + 7$ $200 + 30 + 1 = 231$</p>
<p>Counting Back</p>	<p>Using the Compact Method</p> <p>$\begin{array}{r} 8\ 12 \\ 928 \\ - 697 \\ \hline 231 \end{array}$</p>

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