


### Workshop: Subtraction

**Discuss**


**Looking at Solutions**

- Solve  $7220 - 6965$ . Check your answer with addition.
- What do you think about Tanya's solution?  
Tanya's solution


$$\begin{array}{r} 7220 \\ - 6965 \\ \hline 1745 \end{array}$$




- Look at the student responses below. Which students do you agree with? Tell why.



Tanya's solution is not reasonable.  
 $7220 - 7000 = 220$ .  
1745 is way too big.



Tanya's solution seems fine.  
 $7000 - 6000 = 1000$ .  
1745 is about 1000.



Tanya subtracted wrong. Sometimes she subtracted the top number from the bottom number rather than trading.

Copyright © Kendall Hunt Publishing Company

---

164 SG • Grade 3 • Unit 7 • Lesson 5 Workshop: Subtraction

### Student Guide


#### Workshop: Subtraction (SG pp. 164–166) Questions 1–9

- 255;  $255 + 6965 = 7220$
- Student responses will vary. Students might notice that Tanya sometimes subtracts the top digit from the bottom digit. Her answer is too big.
- Students should agree with Ana and Jacob. Ana and Jacob noticed that Tanya was wrong and checked her answer for reasonableness.
- 53;  $53 + 268 = 321$
- Student responses will vary. Students might notice that Michael regrouped incorrectly.
- Students should agree with Jackie, Luis, and Irma. They knew that Michael traded incorrectly because the number sentence for the trades did not add up to 321.


### Student Guide - Page 164

- Solve  $321 - 268$ . Check your answer with addition.
- What do you think about Michael's solution?  
Michael's solution


$$\begin{array}{r} 2 \ 12 \ 11 \\ 321 \\ - 268 \\ \hline 63 \end{array}$$




- Look at the responses below. Which do you agree with? Tell why.



321 is not equal to  $200 + 120 + 11$ . Michael made a mistake trading.



$268 + 63$  is not 321. So Michael made a mistake.



I checked Michael's work by solving the problem another way.

$$\begin{array}{l} 321 = 300 + 20 + 1 = 200 + 110 + 11 = \\ 268 = 200 + 60 + 8 = 200 + 60 + 8 = \\ \phantom{268} \phantom{200 + 60 + 8} 0 + 50 + 3 = 53 \end{array}$$

Copyright © Kendall Hunt Publishing Company

---

Workshop: Subtraction SG • Grade 3 • Unit 7 • Lesson 5 165

### Student Guide - Page 165

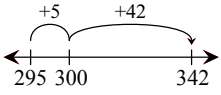
7. 112;  $112 + 189 = 301$
8. Student responses will vary. Students might notice Nicholas' regrouping error. Students also might notice that his strategy is not very efficient.
- 9.\* Students should agree with all 4 students.

**Homework (SG p. 167)**  
**Questions A–G**

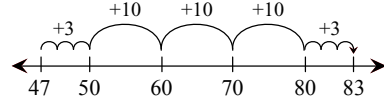
Strategies will vary.

A.  $83 = 80 + 3 = 70 + 13$       Check:  $\begin{array}{r} 1 \\ 36 \\ + 47 \\ \hline 83 \end{array}$   
 $47 = 40 + 7 = 40 + 7$   
 $\begin{array}{r} 30 + 6 = 36 \end{array}$

B.  $\begin{array}{r} 251 \\ - 79 \\ \hline 172 \end{array}$       Check:  $\begin{array}{r} 11 \\ 172 \\ + 79 \\ \hline 251 \end{array}$   
 $79 + 1 = 80$   
 $80 + 20 = 100$   
 $100 + 100 = 200$   
 $200 + 51 = 251$   
 $100 + 51 + 20 + 1 = 172$

C.  $\begin{array}{r} 342 \\ - 295 \\ \hline 47 \end{array}$       Check:  $\begin{array}{r} 11 \\ 295 \\ + 47 \\ \hline 342 \end{array}$   
  
 $295 + 5 + 42 + 5 = 342$

D.  $\begin{array}{r} 713616 \\ 8376 \\ - 5847 \\ \hline 2529 \end{array}$       Check:  $\begin{array}{r} 11 \\ 5847 \\ + 2529 \\ \hline 8376 \end{array}$

E.  $36;$    
 $47 + 3 + 30 + 3 = 83$

- F. Possible response: From 295, count up 5 to 300, and then up 42 to 342.  
 $5 + 42 = 47$ , so  $342 - 295 = 47$ .

G. Responses will vary.

**Subtraction Strategies**

7. Solve  $301 - 189$ . Check your answer with addition.
8. What do you think about Nicholas's solution?

Nicholas's solution

$$\begin{array}{r} 2 \ 10 \ 11 \\ 3 \ 0 \ 1 \\ - 1 \ 8 \ 9 \\ \hline 1 \ 2 \ 2 \end{array}$$



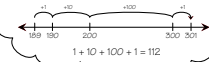
9. Which students do you agree with? Tell why.



I think he forgot something.  $200 + 100 + 11$  is not 301.



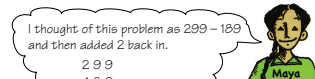
I think Nicholas's strategy is a lot of work. I think counting on is better. All that trading is a lot to keep track of.



When I use paper and pencil for problems with zeros, I do this:

$$\begin{array}{r} 29 \ 11 \\ 301 \\ - 189 \\ \hline 112 \end{array}$$

Less to keep track of.



I thought of this problem as  $299 - 189$  and then added 2 back in.

$$\begin{array}{r} 299 \\ - 189 \\ \hline 110 + 2 = 112 \end{array}$$

**Student Guide - Page 166**

**Homework**

Solve the following problems. Use an efficient method. Show how to check each problem with addition. Use the *Subtraction Strategies Menu* from the *Student Activity Book* or the *Student Guide Reference* section.

A.  $\begin{array}{r} 83 \\ - 47 \\ \hline \end{array}$

B.  $\begin{array}{r} 251 \\ - 79 \\ \hline \end{array}$

C.  $\begin{array}{r} 342 \\ - 295 \\ \hline \end{array}$

D.  $\begin{array}{r} 8376 \\ - 5847 \\ \hline \end{array}$

E. Solve Question A using a second method.

F. Explain a way to solve Question C using mental math.

G. Do you think you chose an efficient strategy to solve Question B? Explain.

**Student Guide - Page 167**

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