

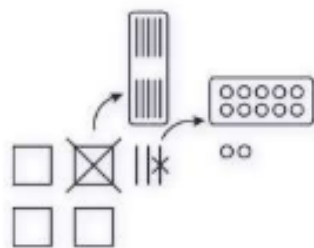


Dear Family:

Your child is now learning how to subtract 3-digit numbers. The most important part is understanding and being able to explain a method. Children may use any method that they understand, can explain, and can perform fairly quickly.

Expanded Method	Ungroup First Method
<p>Step 1 Step 2</p> $ \begin{array}{r} 432 = 400 + 30 + 2 = 400 + 30 + 2 \\ - 273 = 200 + 70 + 3 = 200 + 70 + 3 \\ \hline \end{array} $ <p style="text-align: center;">Step 3 $\left\{ \begin{array}{l} 100 + 50 + 9 \\ = 159 \end{array} \right.$</p>	<p>Step 1 Check to see if there are enough ones and tens to subtract from. Ungroup where needed.</p> <p>Look inside 432. Ungroup 432 and rename it as 3 hundreds, 12 tens, and 12 ones.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Ungroup from the left:</p> </div> <div style="text-align: center;"> <p>Ungroup from the right:</p> </div> </div> <p>Step 2 Subtract to find the answer. Children may subtract from the left or from the right.</p> <div style="text-align: center;"> </div>
<p>Step 1 “Expand” each number to show that it is made up of hundreds, tens, and ones.</p> <p>Step 2 Check to see if there are enough ones to subtract from. If not, ungroup a ten into 10 ones and add it to the existing ones. Check to see if there are enough tens to subtract from. If not, ungroup a hundred into 10 tens and add it to the existing tens. Children may also ungroup from the left.</p> <p>Step 3 Subtract to find the answer. Children may subtract from left to right or right to left.</p>	

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In explaining any method they use, children are expected to use “hundreds, tens, and ones” language and drawings to show that they understand place value.

Please call if you have questions or comments.

Sincerely,
Your child's teacher



Unit 6 includes the Common Core Standards for Mathematical Content for Operations and Algebraic Thinking 2.OA.1, Number and Operations in Base Ten 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.NBT.9, Measurement and Data 2.MD.8, and all Mathematical Practices.

**Practice Subtracting from 1,000**

Subtract. Use any method.

$$\begin{array}{r} 5. \quad 1,000 \\ - \quad 772 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 1,000 \\ - \quad 526 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 1,000 \\ - \quad 843 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 1,000 \\ - \quad 293 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 1,000 \\ - \quad 95 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 1,000 \\ - \quad 157 \\ \hline \end{array}$$

11. Elliot has 1,000 pennies. He puts 350 pennies in penny rolls. How many pennies are left?

_____ label

12. Marta's class plans to collect 1,000 cans this year. They have 452 cans so far. How many more cans do they plan to collect?

_____ label



6-10

Class Activity

Name _____

▶ Subtract from 3-Digit Numbers with Zeros

Subtract.

$$\begin{array}{r} 5. \quad 406 \\ - 181 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 790 \\ - 272 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 340 \\ - 118 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 507 \\ - 438 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 400 \\ - 263 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 500 \\ - 234 \\ \hline \end{array}$$

PATH to FLUENCY Add and Subtract Within 100

Add.

$$\begin{array}{r} 11. \quad 38 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 61 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 36 \\ + 64 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 78 \\ + 19 \\ \hline \end{array}$$

Subtract.

$$\begin{array}{r} 15. \quad 100 \\ - 57 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 92 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 64 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 81 \\ - 19 \\ \hline \end{array}$$

6-13

Class Activity

Name _____

VOCABULARY

opposite operation

▶ Relate Addition and Subtraction

Decide whether you need to add or subtract.

Draw a Math Mountain. Check your answer by using the **opposite operation**.

$$\begin{array}{r} 532 \\ - 181 \\ \hline \end{array}$$

✓

$$\begin{array}{r} 532 \\ + 181 \\ \hline \end{array}$$

✓

$$\begin{array}{r} 528 \\ + 357 \\ \hline \end{array}$$

✓

$$\begin{array}{r} 1,000 \\ - 438 \\ \hline \end{array}$$

✓

$$\begin{array}{r} 571 \\ + 287 \\ \hline \end{array}$$

✓

$$\begin{array}{r} 904 \\ - 458 \\ \hline \end{array}$$

✓



6-14

Class Activity

Name _____

**► Solve and Discuss**

Make a drawing. Write an equation.
Solve the problem.

1. Lucero spills a bag of marbles. 219 fall on the floor. 316 are still in the bag. How many were in the bag in the beginning?

_____ label

2. Al counts bugs in the park. He counts 561 on Monday. He counts 273 fewer than that on Tuesday. How many bugs does he count on Tuesday?

_____ label

3. Happy the Clown gives out balloons. She gives out 285 at the zoo and then she gives out some more at the amusement park. Altogether she gives out 503. How many balloons does she give out at the amusement park?

_____ label

4. Charlie the Clown gives out 842 balloons at the fun fair. He gives out 194 at the store. He gives out 367 at the playground. How many more balloons does he give out at the fun fair than at the playground?

_____ label

**Solve and Discuss (continued)**

Make a drawing. Write an equation. Solve the problem.

5. Damon collects stamps. He has 383 stamps. Then he buys 126 more at a yard sale. How many stamps does he have now?



_____ label

6. Mr. Lewis sells 438 melons. Now he has 294 melons left. How many melons did he have at the start?



_____ label

7. Ali is giving out ribbons for a race. She gave out 57 ribbons so far, and she has 349 ribbons left. How many ribbons did she have at the start?



_____ label

8. Cora collected 542 sports cards last year. She collected 247 fewer than that this year. How many cards did she collect in both years together?



_____ label



6-14



Class Activity

Name _____

**► Solve and Discuss (continued)**

Make a drawing. Write an equation. Solve the problem.

9. Tanya is working on a puzzle. She has placed 643 pieces. There are 1,000 pieces in the puzzle. How many more pieces does she have to place?

_____ label

10. In March the Shaws plant some flowers. In April they plant 178 more flowers. In the two months they plant a total of 510 flowers. How many flowers do they plant in March?

_____ label

11. Jeremy has 48 action figures. Jeremy has 14 more action figures than Keith. How many action figures does Keith have?

_____ label

12. Pawel gives out fliers about a play. He gives out 194 fliers at the bakery. He gives out 358 at the grocery store. How many fewer fliers does he give out at the bakery than at the grocery store?

_____ label

**Solve and Discuss (continued)**

Make a drawing. Write an equation. Solve the problem.

- 13.** Rue has 842 buttons. Then she gives some to a friend. Now she has 263 buttons. How many buttons does Rue give to her friend?

_____ label

- 14.** Last week Jan sold some tickets to a play. She sells 345 more this week. Altogether she sells 500 tickets. How many tickets did she sell last week?

_____ label

- 15.** April has 98 fewer pennies than Julie has. April has 521 pennies. How many pennies does Julie have?

_____ label

- 16.** There are 675 plastic cups and 300 paper plates in a cabinet. Jaime puts more cups and plates in the cabinet. Now there are 850 cups. How many cups does Jaime add?

_____ label