## Lesson 16: Subtract Within 1,000

* Let’s subtract in a way that makes sense.

### Warm-up: True or False: Equations Based on Place Value

Decide if each statement is true or false. Be prepared to explain your reasoning.

* 2 hundreds $+$ 3 tens $+$ 4 ones $=$ 2 hundreds $+$ 3 tens $+$ 14 ones
* 2 hundreds $+$ 3 tens $+$ 4 ones $=$ 1 hundred $+$ 13 tens $+$ 4 ones
* 1 hundred $+$ 13 tens $+$ 4 ones $=$ 1 hundred $+$ 12 tens $+$ 14 ones

### 16.1: Jada’s Thinking

Lin’s diagram:



Jada’s equations:



* 1. Discuss how Jada’s equations match Lin’s diagram.
	2. Finish Jada’s work to find the value of $582−145.$
1. Jada is thinking about how to find the value of $402−298.$
	1. Jada says she knows a way to count on to find the difference. She showed her thinking using a number line.
	* 
	* Explain Jada’s thinking.
	1. Jada says you can’t decompose to find the value of $402−298$ because there aren’t any tens. Do you agree with Jada? Use base-ten blocks, diagrams, or other representations to show your thinking.

### 16.2: Find It Your Way

Find the value of each expression in a way that makes sense to you. Show your thinking. Organize it so it can be followed by others.

1. $535−214$
2. $700−589$
3. $683−398$
4. $918−608$
5. $735−457$
6. $602−487$

### Section Summary

Section Summary

In this section of the unit, we learned many different ways to subtract three-digit numbers using what we know about place value. We used base-ten blocks, diagrams, and equations to show subtracting hundreds from hundreds, tens from tens, and ones from ones. We learned that when you subtract by place, you may decompose a hundred, a ten, or both. We learned that it is helpful to look closely at the numbers in an expression to plan how to decompose or to choose a method that helps us use friendly numbers or the relationship between addition and subtraction.

Base-ten Diagram for $256−64$

Unit Form for $726−558$







© CC BY 2021 Illustrative Mathematics®