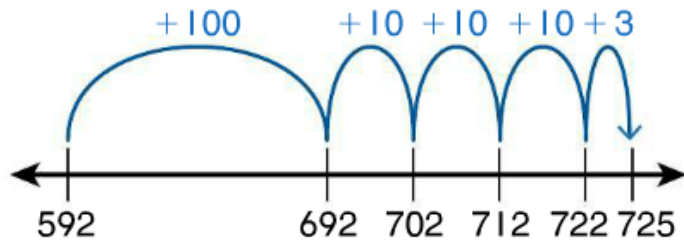


功课和练习 第11-6课

解释减法的方法

再看！ Find $725 - 592$.

One Way Add up to subtract.



Add hundreds, tens, and ones.

$$100 + 10 + 10 + 10 + 3 = 133$$

$$\text{So, } 725 - 592 = 133.$$

Another Way It is easy to subtract $725 - 600$ mentally. So, add 8 to 592 to make 600.

$$\begin{array}{r} 725 \\ - 600 \\ \hline 125 \end{array} \quad \begin{array}{r} 125 \\ + 8 \\ \hline 133 \end{array}$$

Since you added 8 to 592, you need to add 8 to 125 to get the difference.

$$\text{So, } 725 - 592 = 133.$$

家庭活动 Ask your child to find $597 - 217$ using a subtraction strategy he or she chooses. Then have your child explain why he or she thinks the strategy works.



Choose any strategy to solve each subtraction problem. Show your work. Then explain why the strategy works.

1. $926 - 407 =$ _____

2. $532 - 241 =$ _____

Solve each problem.

3. © **MP.3 Explain** Tanner wants to count back on an open number line to find $577 - 479$. Marci wants to use mental math to find the difference. Which strategy do you think works better? Why? Show how you would find $577 - 479$.



I can make sure my explanation is clear.

4. **Higher Order Thinking** Danny wants to draw place-value blocks to find $342 - 127$. Draw the blocks he would use. Explain why this strategy works.

5. © **Assessment** Landon counted back on this open number line to find $898 - 133$. Use the numbers on the cards to find the missing numbers in the open number line. Write the missing numbers.

