

3

Why do you think Kiran represented 391 as $300 + 90 + 1$?

3

Why do you think Kiran represented 391 as $300 + 90 + 1$?

3

You subtracted the hundreds first, right?

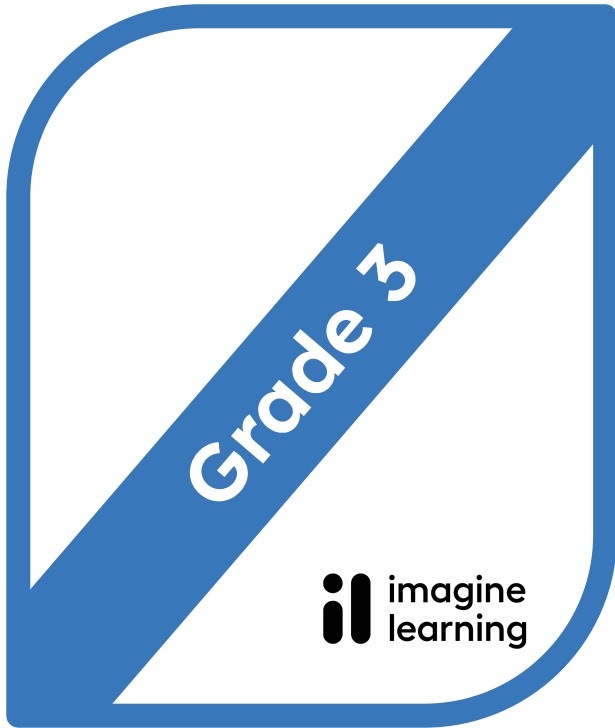
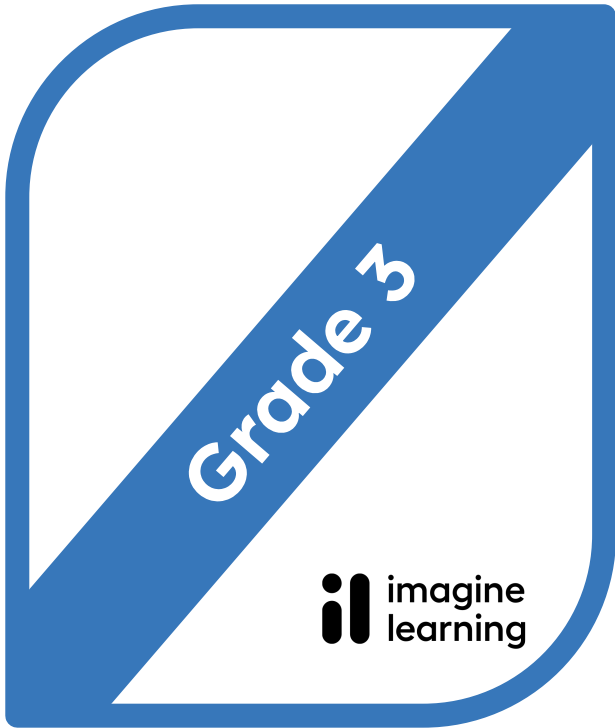
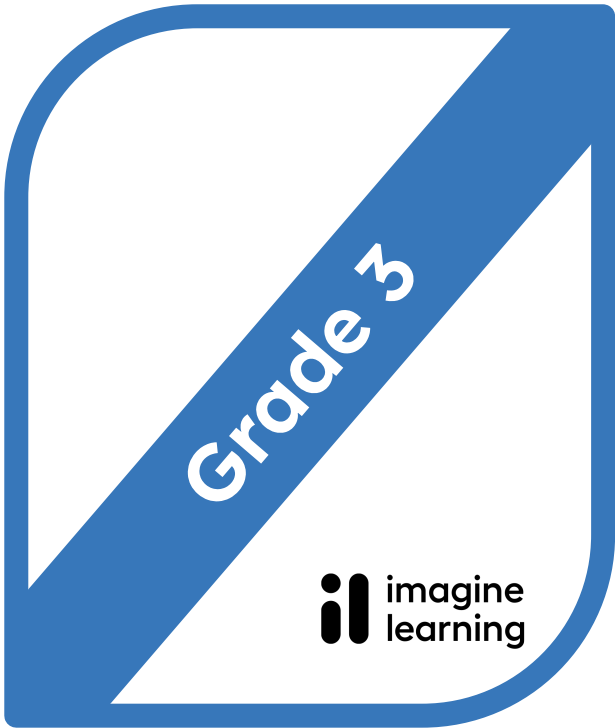
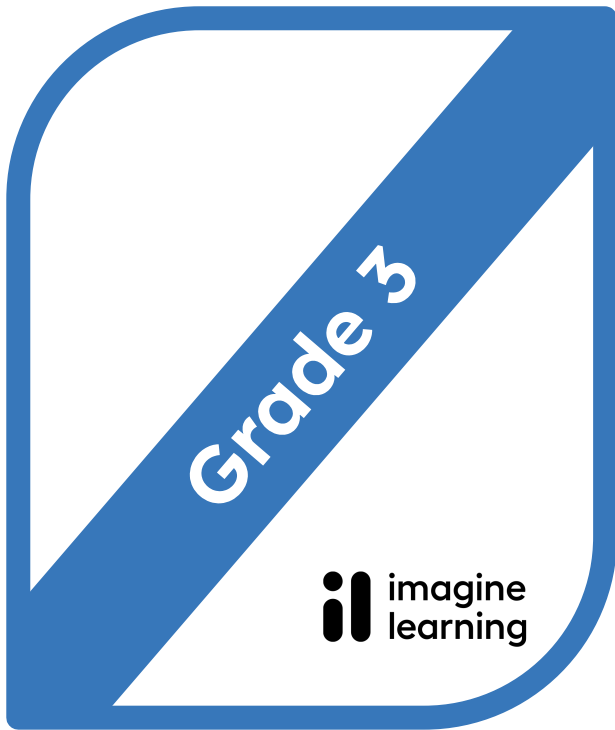
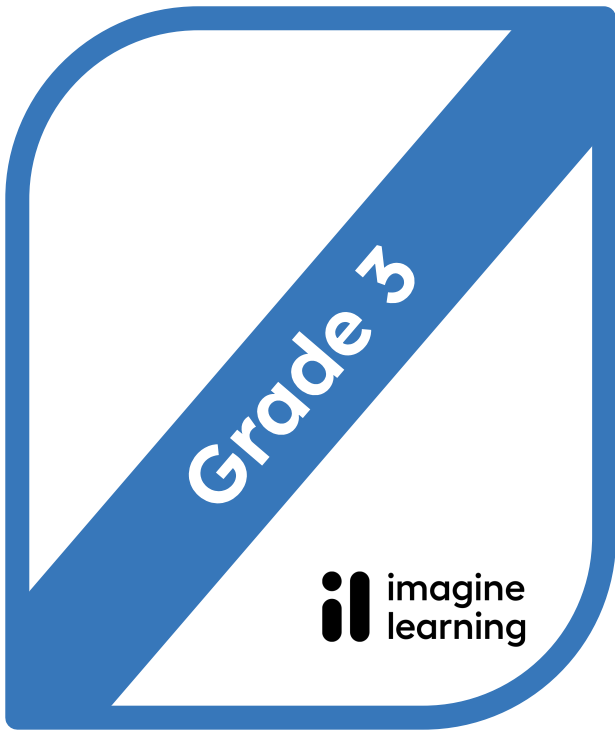
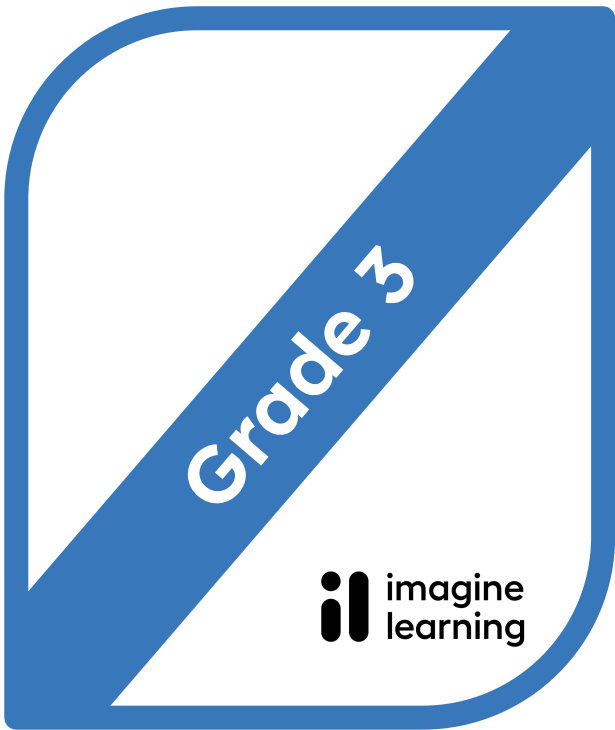
3

You wrote 'cross out' here. Can you explain what that means?

3

How does Jada's drawing represent the subtraction problem?





4

How many zeros are in 80,003?

4

Explain how you checked your answer with addition in example *a*?

4

How can you use your strategy for *c* to help you solve *d*?

4

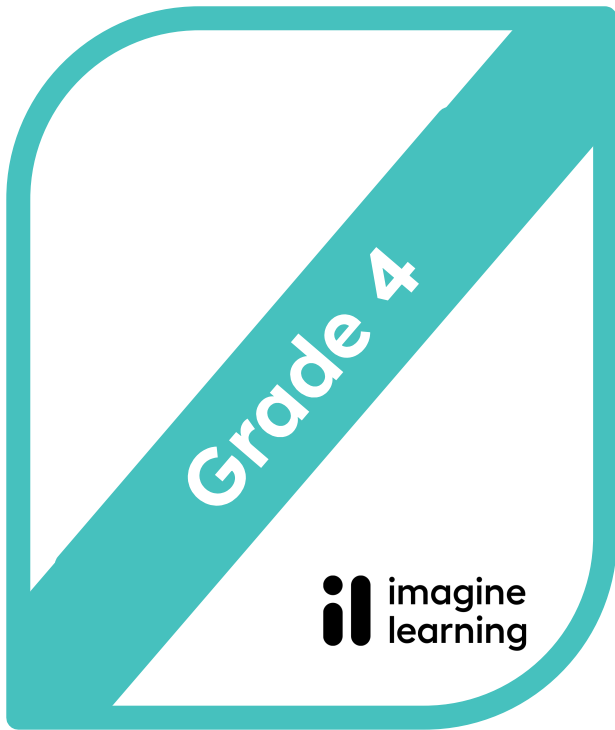
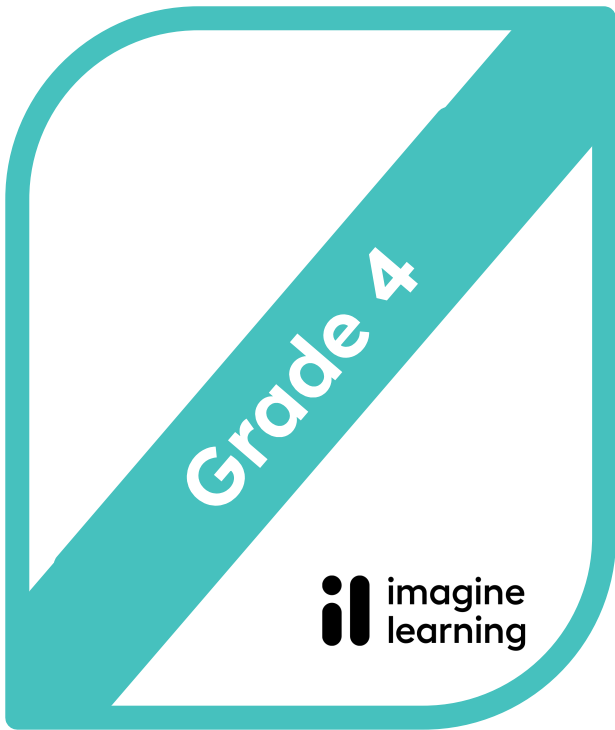
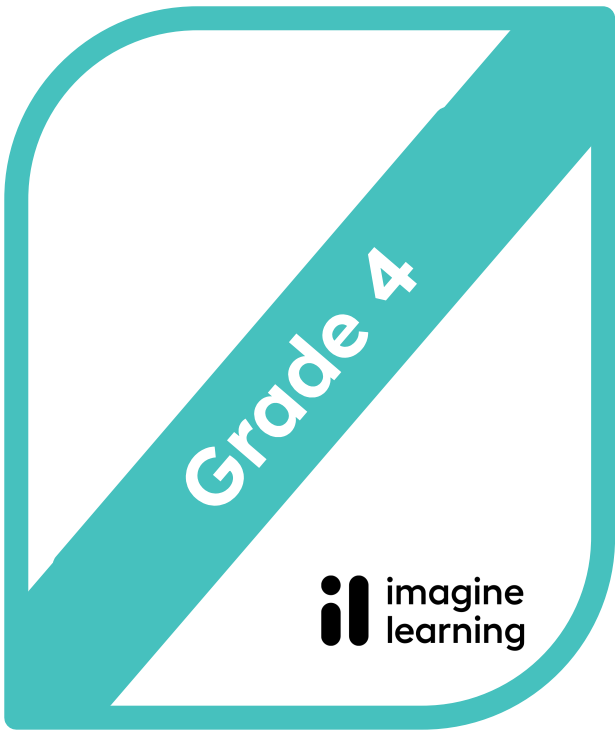
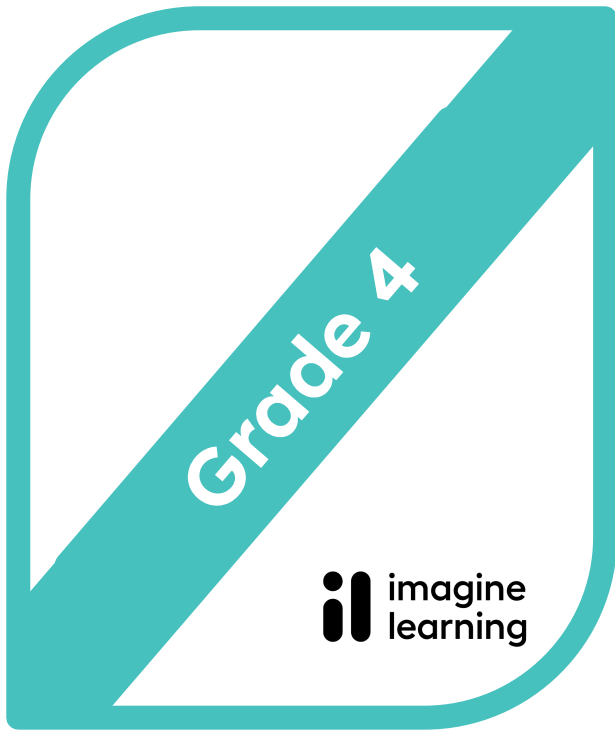
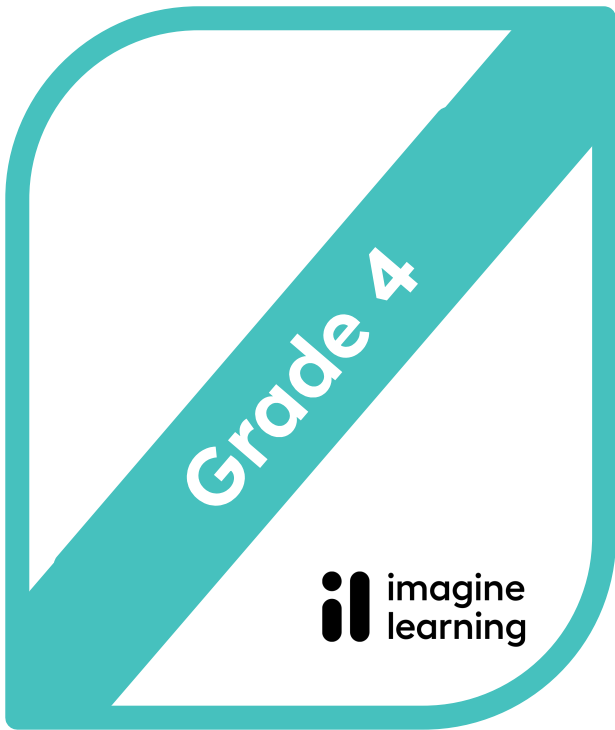
What do you do when a subtraction problem has zeros, like $8003 - 2615$?

How can you tell when you need to regroup?

4

What is $80,003 - 2,615$?





5

What's the place value of the 5 in the number 7.35?

5

What is $100.8 - 6.03$?

5

Can you describe a different strategy that you could use to subtract $7.35 - 2.6$? How might that strategy be more or less efficient than what you did?

5

Did you get the correct answer for $100.8 - 6.03$?

5

How did you subtract 0.03 from 94.8? What happens when you subtract hundredths from tenths?



