

Title: I'll Have an Order of Subtraction, Please!

Brief Overview:

This concept development unit focuses on the idea of subtracting with regrouping in terms of money. The students will have hands on activities where they demonstrate through manipulatives the decomposition of numbers in order to regroup. They will then apply their skills to money to show decimals. This will conclude by having students find change for purchases at a restaurant using regrouping with zeroes.

NCTM Content Standard/National Science Education Standard:

Numbers and Operations

- understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals;
- develop fluency in adding, subtracting, multiplying, and dividing whole numbers
- select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools.

Grade/Level:

3-4

Duration/Length:

1 ½ hour per lesson
½ hour for summative assessment
5 hours total time needed

Student Outcomes:

Students will:

- Use whole numbers in order to subtract through regrouping.
- Subtract decimals and money amounts with regrouping
- Subtract in order to determine change from money amounts.

Materials and Resources:

- Dry erase boards
- Dry erase markers
- Digit cards

- Number dice
- Colored paper
- Base ten blocks
- Chart paper
- Paperclips
- Play money – 5, 1 dollar bills; quarters, nickels, dimes, pennies
- Resource Sheets 1-12a

Development/Procedures:

Lesson 1

Preassessment

- Students should have a basic understanding of addition and subtractions.
- Pass out white dry-erase boards to the students
- State a basic subtraction fact.
- Have the students write down the answer as quickly as possible and hold it up for the teacher to see.
- Check students answers to be sure they are on the right track

Launch

- Have students get into pairs.
- Each group should have two dice and blank paper.
- Take turns rolling the dice to come up with a 2-digit number
- Have students take turns rolling numbers. The higher of each number should be put on the top of the equation.
- Students will subtract the two numbers from one another.
- Write down the numbers and collaboratively solve the problem.
- Some of these will be straight subtraction and sometimes the students will have to regroup.
- Observe students to assess their understanding.

Teacher Facilitation

- Model a subtraction problem without regrouping for the students.
- Use base ten blocks and have the students tell you what to do to solve the problem. They can do this with their own base ten blocks as you do it aloud.
- A sample problem would be $56 - 21 = 35$
- Think Aloud: *“We have the problem $56 - 21$. We have 5 tens and 6 ones. We are taking away 2 tens and 1 one. In our ones place value we are taking one away from six. That leaves us with 5 ones. Now move to the tens column. We have 5 tens. We need to take away 2 tens. That leaves us with 3 tens. So we have 3 tens and 5 ones which is 35.”*
- Then move on to a demonstration of a subtraction problem with regrouping. (e.g. $63 - 27 = 36$)

- Use the “Think Aloud” strategy to show the students what you are doing as you manipulate the blocks to show subtraction with regrouping. Be sure to reinforce that one ten is a group of ten ones and can be broken apart.
- Think Aloud: *We have 63. That is 6 tens and 3 ones. We need to take away 27. We know that we cannot remove 7 ones from three ones and still have a positive number. Lets regroup by taking apart a tens place long. This will give us 10 more ones to add to what is already there. Now we have 13 ones. We can take away 7 of them. That leaves us with 6. Move to the tens column. We have 5 tens. We need to take away 2 tens. That leaves us with 3 tens. Now we have 3 tens and 6 ones. Our answer is 36.*
- Model several examples with the students and gradually decrease support as necessary so students are performing their own work.

Student Application

- Use “Move It Out,” Student Resource Sheet 1, to practice regrouping with their partner through an interactive activity.
- This activity will have students subtracting to move out their entire base 10 blocks. Each group will use digit cards to subtract from a given number of base ten blocks. Each group will need an assortment of base ten blocks in order to regroup. If you do not have base 10 blocks, use “Base 10 Block Template,” Student Resource Sheet 2 that has block diagrams that you can copy and cutout for use by the students.
- Directions:
 1. Set up chart paper for each group. Each chart should have 4 columns. From left to right, they should be labeled: Math Problem, 100’s 10’s 1’s (see example on “Move It Out,” Student Resource Sheet 1)
 2. Start each pair with 2 flats, 7 longs and 5 units.
 3. Each pair will pull 2 digits in order to find out what they are taking away from 275.
 4. One student will perform the subtraction with base ten blocks showing regrouping in the corresponding columns.
 5. The other student will perform or calculate the algorithm on the side of the paper labeled “Math Problem” to show the subtraction.
 6. If both students are correct and the answers match then they switch jobs.
 7. Students continue to subtract from the remaining number by pulling digit cards until they cannot go any lower.
- Directions for students and teacher, “Move It Out,” are on Student Resource Sheet 1

Embedded Assessment

- Pass out “EMAC Strategy,” Student Resource Sheet 3
- Model an example problem using the EMAC Strategy. See Teacher Resource Sheet 1.
- Think Aloud:
 - First have students estimate what they believe the answer could be. *Round 261 to 300 and 173 to 200. When I estimate 300-200 I get 100.*

- Then have students draw base ten blocks to show the subtraction in the mode/diagram section. *I draw 2 hundreds, six tens, and one ones. I need to take away 3 ones. I don't have enough. So I can take a ten and break it into 10 ones. Now I have 11 ones. I take away 3 and I am left with 8 ones. Now move to the tens column. I have 5 tens. I need to take away 7. I don't have enough. So I will take a hundred and break it down into ten tens. I now have 15 tens. I take away 7 of them and I am left with 8. I move to the hundreds place value. I have one hundred and I need to take away one. That leaves me with none. Now I have eight tens and eight ones which leaves me with the answer of 88.*
- Next check it on the calculator and write it down.
- Finally, have students perform the subtraction algorithm to show connection between all of the pieces. Make sure that they show all of the regrouping.
- Use "EMAC Example," Teacher Resource Sheet 1, to see how this might look as it is being done.
- Give students a math problem according to their ability that involves regrouping. Use regrouping either once or twice in the problem.

Reteaching/Extension

- **Reteach** – Have students work with smaller numbers to subtract. Have students work solely on decomposition of numbers. Have them pull out a number and then break it down by showing the same number in just ones, ones and tens, etc. See how many ways you can make the same number. For example:
 - 52 is 5 tens and 2 ones
 - 52 is 4 tens and 12 ones
 - 52 is 3 tens and 22 ones
 - 52 is 2 tens and 32 ones
 - 52 is 1 ten and 42 ones
 - 52 is 0 tens and 52 ones
- **Extension** – Have students compose a word problem that deals with subtraction with regrouping. They should use authentic examples they can relate to.

Lesson 2

Preassessment

- Have students review by taking turns modeling subtraction of whole numbers with base ten blocks in front of the class. Different students can come up to perform the different parts of the problem on the overhead. Have students follow along and demonstrate with their own base ten blocks at their seat.

Launch

- Place the dollar sign, cents sign, and decimal point on the board.
- Elicit from the students what these symbols mean.

- Have students explain how they might use addition and subtraction with money amounts in real life.
- Have students predict whether they think they will add or subtract the same or differently when they are using money. Discuss their predictions.
- Have a student model a money addition problem on the board.
- Have another child model a money subtraction problem (without regrouping) on the board.

Teacher Facilitation

- Use overhead, "What's for Lunch?" Student Resource Sheet 4, to model subtraction with regrouping of monetary amounts. Answers can be found on Teacher Resource Sheet 2.
- Use first question with students as a model on the overhead. Be sure to use the "Think Aloud" strategy.
- Think Aloud Problem 1: *If I have \$4.75 to spend on lunch and I order a sub sandwich for \$4.35 how much change will I have left over? I know that I'm going to have to subtract in order to find the change. I know that I need to take the cost of the sandwich and subtract it from what I need to spend. I'm going to write my problem so that I line up the decimals. I look at the ones place value. I have 5 cents and I need to subtract 5 cents. That leaves me with 0. Now move to the next column. I have 70 cents. I need to take away 30 cents. That leaves me with 40 cents. Now let's move to the whole dollar place value. I have 4 dollars and I need to subtract 4 dollars. That leaves me with 0 dollars. Now I place my decimal point between the first 0 and the four to keep it in line with my subtraction problem. Therefore I have \$0.40 left. So $\$4.75 - \$4.35 = \$0.40$.*
- Have students demonstrate using play money in order to verify their answer. In pairs, count out \$4.75 in play money. Then have the students count out \$4.35 in play money. Keep the two groups separate by placing their pencil between each group. Have the students look at the two sets and think how much money you would have to add to make both sets equal. Explain that this shows the difference between the two money amounts. Compare this answer with the original answer from your think aloud.
- For the second one, gradually release responsibility to the students. Have students tell how to solve the problem.
- Last, allow the students to collaborate in groups to see if they can figure out the final question.

Student Application

- Pass out a paperclip and "Can I Take Your Order?" Resource Sheet 5 & 6, to the students in groups of two.
- Have students read over the directions with their partner first, then as a group reviews what to do.
- Explain that one person will be performing the algorithm and the other will subtract using manipulatives.

- Think Aloud *When I am performing the algorithm I will first copy down the problem. $\$7.75 - \$3.29 = \underline{\quad}$. First I need to make sure I line up the decimals. Then I see that I have five cents. I need to take away nine cents. I do not have enough to keep a positive number. So I am going to move to the tenths column and regroup the 70 cents so I will have 60 cents. The 10 cents will be added to the 5 cents. Now I have 15 cents and I can subtract 9 to keep a positive number. I am left with 6 cents. Then I move to the tenths column. I have 60 cents take away 20 cents. That leaves 40 cents. Now I move to the whole dollar place value. I have 7 and need to subtract 3. That leaves 4. The difference of $\$7.75 - \3.29 is $\$4.46$. When I am finding the difference with manipulatives I start with $\$7.75$ that is one five, two one-dollar bills, and three quarters. I need to subtract $\$3.29$. I do not have any pennies to take away so I will regroup my quarter as 10 pennies, 1 dime, and 1 nickel. I now have 9 pennies that I can take away. Now I have to subtract 20 cents. I must regroup another quarter into 2 dimes, and 1 nickel. I can now take away 2 dimes. I now must subtract 3 whole dollars. I only have 2 whole dollars so I must regroup my 5-dollar bill as five 1-dollar bills. Now when I take away 3 dollars I am left with 4 whole dollars. Count up all of my remaining money and the difference between $\$7.75$ and $\$3.29$ is $\$4.46$.*
- Remind the students that once they finish the problem they will switch positions.

Embedded Assessment

- "Here's Your Change," Student Resource Sheet 7
- The activity includes three basic subtraction problems using regrouping.
- Answer key is "Here's Your Change," Teacher Resource Sheet 3.
- Students will work individually at their desks on this assignment.
- Work can be shown on loose-leaf paper.
- Teacher will collect and grade the papers.

Reteaching/Extension

- Reteach – For those students having difficulty, pull them to a separate area in the room. Continue demonstrating the think aloud process and have explicit instruction of regrouping using the EMAC strategy.
- **Extension** – Students will take 3 number cubes to create a number. Have them place a decimal in the appropriate place. Roll the three dice again to find the second number with a decimal. Create a word problem to go with the numbers rolled. Then switch with a partner and solve the problem.

Lesson 3

***Note** – Preparation is needed for game activity in this lesson. Color code game chance cards different for each store in the game.

Preassessment

- Have students review subtraction of whole numbers with money in front of the class. Different students can come up to perform the different parts of the problem on the overhead. Have students follow along and demonstrate with their own play money at their seats.

Launch

- Students will write in their math journal. Have students respond to the following prompt: *How do I use money in my life? Why is adding and subtracting money important?*
- Place criteria on the board as to what you are looking for in their journal writing. This should include what they know about money, their experiences with money, and any questions they have about money.

Teacher Facilitation

- Teacher will model subtraction with zeroes. Use the "Think Aloud" strategy on the overhead to demonstrate for the students.
- Think Aloud
600-357 = _____. I have 600. I need to take away 357. First I look at the ones column. I have zero and I need to take away 7. I cannot do this and keep a positive number. I go to the tens column but I have a zero there. There is nothing for me to regroup. I move to the hundred's column. I have 6 hundreds. I regroup one of my six hundreds as 10 tens. There are 5 hundreds remaining. Now I have ten tens but still no ones to subtract with. I take one of my tens that leave me with nine. I regroup my ten as ten ones. Now I have 10 ones and can take away 7. I am left with 3 ones. Now I move to my tens column. I have 9 tens. I need to take away 5. That leaves 4 tens. I move to the hundreds column. I have 5 hundreds. I need to subtract three. That leaves me with 2 hundreds. Now I have 2 hundreds, 4 tens, and 3 ones. So $600-357 = 243$.
- Model several examples with the students and gradually decrease support as necessary so students are performing their own work.

Student Application

- Students will play the game, "Money for McDonald's."
- Directions are included on, "Money for McDonald's," Student Resource Sheet 8 and the game board is "Money for McDonalds," Student Research Sheet 9.
- Teacher Preparation:
 - 1 copy of directions for each pair of students, "Money for McDonald's," Student Resource Sheet 8
 - 1 copy of the game board for each pair of students, "Money for McDonald's," Student Resource Sheet 9.
 - 1 copy of each chance card for each pair of students from "Chance Cards," Student Resource Sheet 10a – 10d.
 - Pass out color-coded chance cards to each group.
 - Example: pet store are blue; ice cream shop is yellow; toy store is green; candy store is orange

- 2 game pieces for each pair
 - 1 number cube for each pair
- Pass out a copy of the directions and game board (Student Resource Sheets 8 and 9) to each pair of students.
- Have students read the directions with their partner.
- Review the directions as a class.

Embedded Assessment

- Distribute "Menu Math," Student Resource Sheet 11. Have the students use the sales slip to determine the change.
- Students should work individually at their desk to find the answers.
- Collect and grade answers on "Menu Math," Teacher Resource Sheet 4.

Reteaching/Extension

- Reteach - For those students having difficulty, pull them to a separate area in the room. Continue demonstrating the think aloud process and have explicit instruction of regrouping with zeroes using the EMAC strategy.
- Extension – Have students write their own regrouping with zeroes problems including the thousands place value. They should write their problems and answers on loose-leaf paper and verify with a calculator.

Summative Assessment:

We will use an assessment written in MSA format that encompasses all of the skills taught throughout the unit. This includes subtraction with regrouping, subtraction of monetary amounts, and regrouping with zeroes in the ones and tens place. They will demonstrate their knowledge through multiple choice and brief constructed response questions.

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Move It Out!

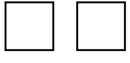
Materials:

- Base Ten Blocks (or copies of template)
- Chart paper (per pair)
- Set of digit cards labeled 1-9 (per pair)

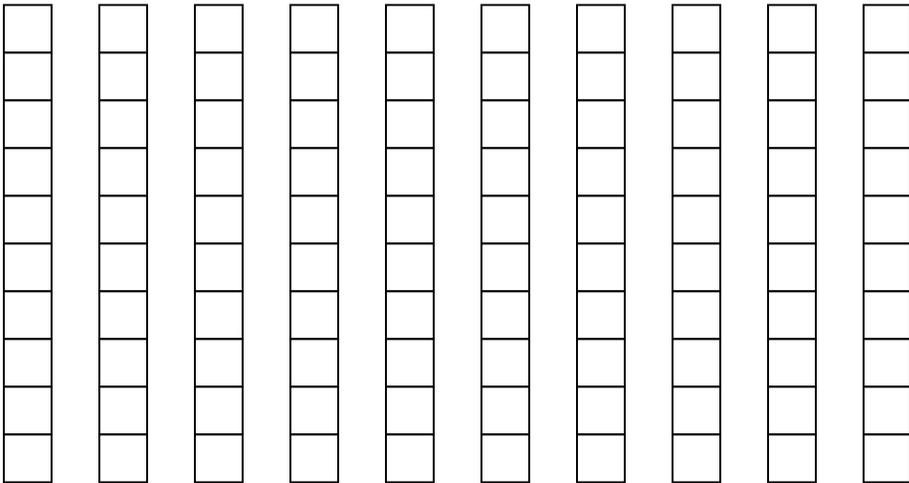
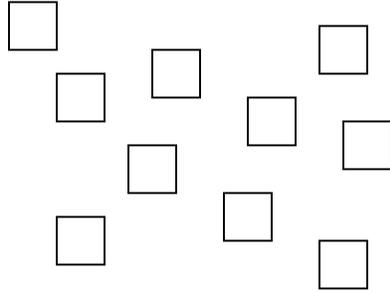
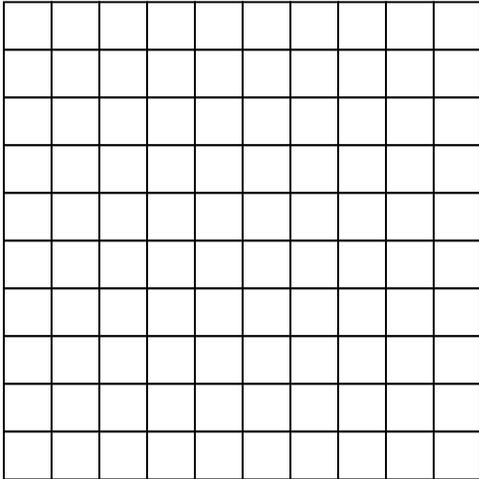
How to play:

1. Begin with 275 represented in base blocks on your chart paper in ones, tens, and hundreds columns.
2. One partner will pick up two digit cards to find the number you will subtract from 275.
3. The other partner will write down the whole subtraction problem on the chart in the "math problem" section.
4. Partner 1 will use the base ten blocks to subtract (you might have to regroup) while Partner 2 solves the subtraction problem in the "math problem" section.
5. A point is earned when both partner's answers are the same.
6. When a point is earned, partners will switch positions. If a point is not earned the partners will stay in the same position until a point is earned.
7. Keep pulling digit cards to subtract from your previous difference to see how many you can "move out".

Example:

Math Problem	Hundreds	Tens	Ones
$\begin{array}{r} 275 \\ - 37 \\ \hline \end{array}$			

Base Ten Blocks Template



EMAC

Estimate

Algorithm

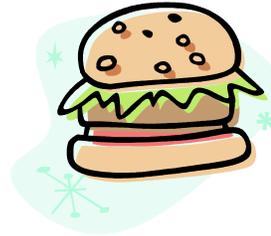
Calculator

Model/Diagram

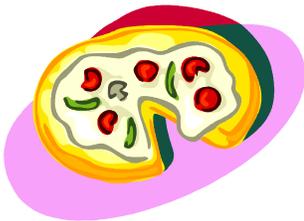
What's For Lunch?



\$4.35



\$2.67



\$3.29



\$1.88

If you have \$4.75 to spend on lunch and you ordered a sub sandwich, how much change would you have?

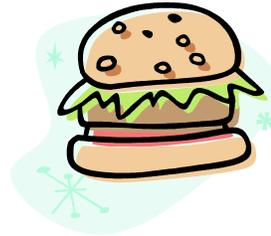
If you have \$4.75 to spend on lunch and you ordered a pizza, how much change would you have? Will I have enough left to buy anything else?

I was really hungry today so I want to order two things for lunch. What two items can I order with \$4.75? How much change will I have?

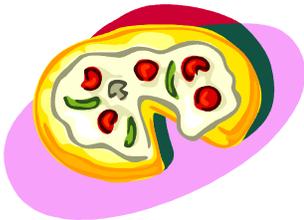
What's For Lunch?



\$4.35



\$2.67



\$3.29



\$1.88

If you have \$4.75 to spend on lunch and you ordered a sub sandwich, how much change would you have?

\$0.40

If you have \$4.75 to spend on lunch and you ordered a pizza, how much change would you have? Will I have enough left to buy anything else?

\$1.46; No

I was really hungry today so I want to order two things for lunch. What two items can I order with \$4.75? How much change will I have?

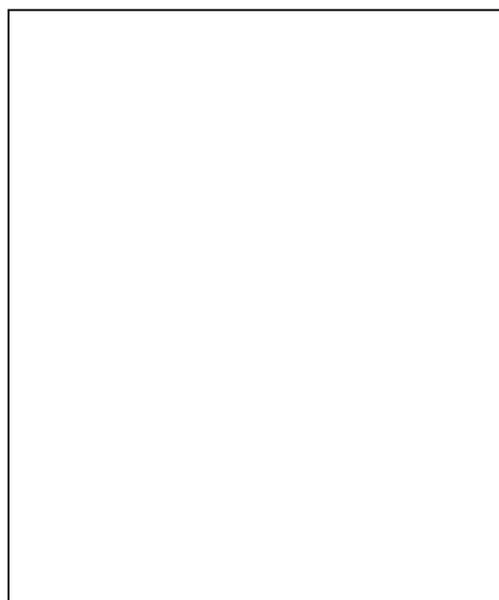
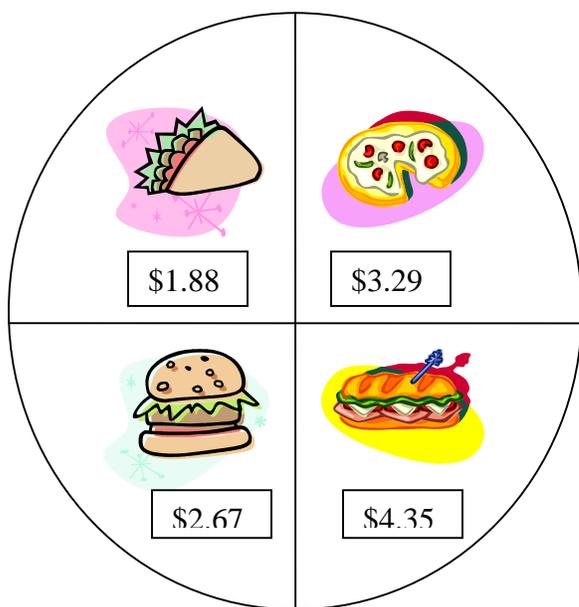
Taco and Hamburger; \$0.20

Can I Take Your Order?



You have \$7.75 to spend on a value meal.

1. You and your partner will need to spin the first spinner to see what item you can have for lunch.
2. Partner 1 will use the right hand column to subtract that price from \$7.75 to see how much is left to spend on a drink and side item.
3. Partner 2 will use the play money to regroup and find the difference.
4. Check each partner's answer to verify that your answers are correct.
5. Spin the second spinner to find out what drink you will have.
6. Partners will switch jobs and repeat the process of finding the difference of the money remaining.
7. If you have enough money left over, spin the third spinner to choose your side item. If you land on an item that you don't have enough money for, spin again.
8. Partners will again switch jobs and complete the subtraction to find the change.
9. What change do you have left over after ordering your entire value meal?
10. Play again increasing your money to \$8.87. What will your value meal be?



 \$0.32	 \$1.09
 \$2.79	 \$0.98

 \$1.59	 \$0.59
 \$2.13	 \$1.99

Math Subtraction Column

Blank area for math subtraction column.

Here's Your Change



1. Freddie had \$6.76 to spend on lunch. His total came to \$5.89. What was his change?
2. Joanne had \$3.23 for ice cream. The ice cream cone cost \$1.54, how much did she get back?
3. Sheldon had \$1.37 and his chips cost \$0.99. What is the difference?

Here's Your Change



1. Freddie had \$6.76 to spend on lunch. His total came to \$5.89. What was his change?
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Here's Your Change



1. Freddie had \$6.76 to spend on lunch. His total came to \$5.89. What was his change?

\$0.87

2. Joanne had \$3.23 for ice cream. The ice cream cone cost \$1.54, how much did she get back?

\$1.69

3. Sheldon had \$1.37 and his chips cost \$0.99. What is the difference?

\$0.38

Money For McDonald's!

Object of the Game:

To reach the finish line with the most money left to buy lunch.

Players:

2 players

Materials:

Game board

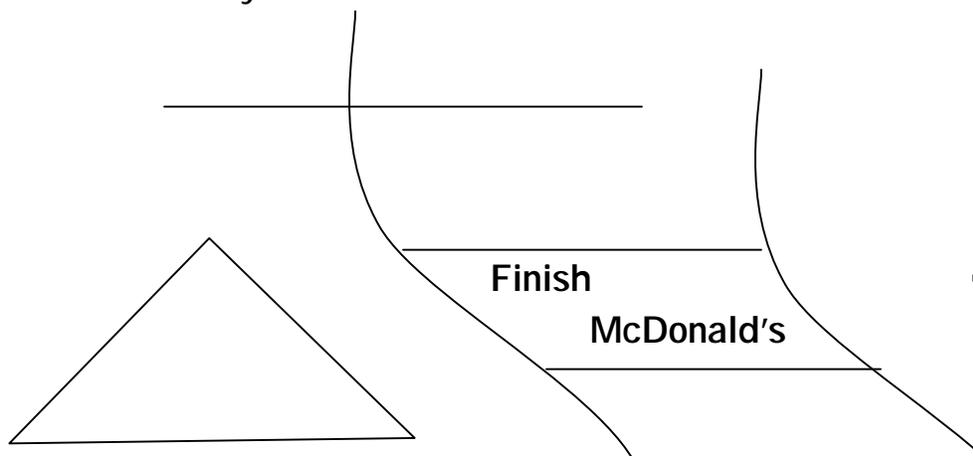
2 Game pieces

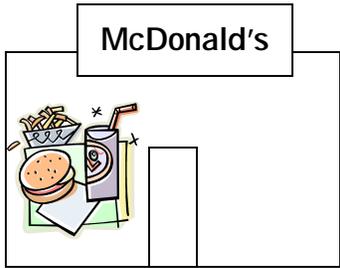
4 sets of Chance cards (in different colors)

1 number cubes

Directions:

1. Each player rolls the number cube. The player with the smallest number goes first.
2. Each player will begin with \$20.00. Player 1 will roll the number cube to find out how many spaces they will move.
3. Follow the directions on that space. If you are told to go to a store, you must pick up a chance card and follow those directions. Your first subtraction problem will be out of \$20.00. After that you must subtract from what ever is left over from the previous problem. All subtraction should be done on a separate piece of paper so you can keep track.
4. Player 2 will roll and move that number of spaces.
5. Repeat direction 3.
6. Continue until you both reach the finish line.
7. Compare who has the most money left to buy lunch at McDonald's. The player with the most money wins.

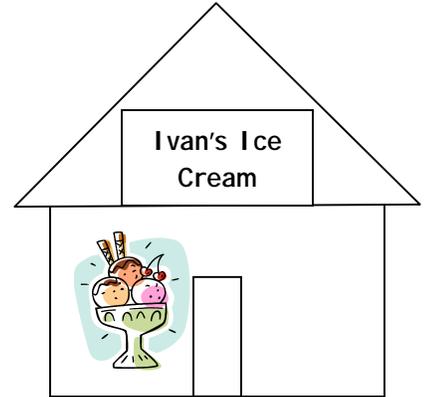




Go back to start

Lose a turn

Go to Ivan's Ice Cream Shop



Go directly to McDonalds



Go to Peter's Pet Store



Go ahead 2 spaces

Lose a turn

Go to Trevor's Toy Store



Go back 3 spaces



Go ahead 1 space



Go to Cayla's Candy Store

Go directly to

Peter's Pet Store

Go to Ivan's Ice Cream Shop
Start

Money For 
McDonald's!

Cayla's Candy Store Chance Cards

You have decided that you would like to purchase a candy bar for \$1.20. Subtract from your money amount.

You have decided that you would like to purchase a lollipop for \$0.89. Subtract from your money amount.

You have decided that you do not want to purchase anything. Roll again.

You have decided that you would like to purchase a bag of candy for \$3.07. Subtract from your money amount.

You have decided that you would like to purchase two giant gumballs for \$0.55. Subtract from your money amount.

Trevor's Toy Store Chance Cards

You have decided that you would like to purchase a soccer ball for \$3.23. Subtract from your money amount.

You have decided that you would like to purchase stickers for \$0.99. Subtract from your money amount.

You have decided that you would like to purchase a yo-yo for \$2.98. Subtract from your money amount.

You have decided that you would like to purchase a football for \$4.67. Subtract from your money amount.

You have decided not to purchase anything from the toy store. Roll again.

Peter's Pet Store Chance Cards

You have decided that you would like to purchase a ball for your hamster for \$1.99. Subtract from your money amount.

You have decided that you would like to purchase cat food for \$3.99. Subtract from your money amount.

You have decided that you would like to purchase a fish for \$2.54. Subtract from your money amount.

You have decided that you would like to purchase a dog leash for \$4.67. Subtract from your money amount.

You have decided not to purchase anything from the pet store. Roll again.

Ivan's Ice Cream Shop Chance Cards

You have decided that you would like to purchase a cone for \$0.99. Subtract from your money amount.

You have decided that you would like to purchase chocolate milkshake for \$2.99. Subtract from your money amount.

You have decided that you would like to purchase a sundae for \$3.54. Subtract from your money amount.

You have decided that you would like to purchase a cup of ice cream for \$1.67. Subtract from your money amount.

You have decided not to purchase anything from the ice cream shop. Roll again.

Menu Math



Hamburger Hut		
1	Ham and Eggs	\$4.45
1	Orange Juice	\$1.04
	Thank You!	Total

Hamburger Hut		
1	Tuna Salad Sandwich	\$3.95
1	Iced Tea	\$1.15
	Thank You!	Total

Amount Paid \$10.00 _____
change

Amount Paid \$10.00 _____
change

Hamburger Hut		
1	Bacon Burger	\$4.65
1	French Fried	\$2.20
1	Milk Shake	\$3.55
	Thank You!	Total

Hamburger Hut		
1	Steak Dinner	\$8.25
1	Cole Slaw	\$0.99
1	Chocolate Cake	\$2.95
	Thank You!	Total

Amount Paid \$20.00 _____
change

Amount Paid \$20.00 _____
change

Menu Math



Hamburger Hut		
1	Ham and Eggs	\$4.45
1	Orange Juice	\$1.04
	Thank You! Total	\$5.49

Hamburger Hut		
1	Tuna Salad Sandwich	\$3.95
1	Iced Tea	\$1.15
	Thank You! Total	\$5.10

Amount Paid \$10.00 \$4.51
change

Amount Paid \$10.00 \$4.90
change

Hamburger Hut		
1	Bacon Burger	\$4.65
1	French Fried	\$2.20
1	Milk Shake	\$3.55
	Thank You! Total	\$10.40

Hamburger Hut		
1	Steak Dinner	\$8.25
1	Cole Slaw	\$0.99
1	Chocolate Cake	\$2.95
	Thank You! Total	\$12.19

Amount Paid \$20.00 \$9.60
change

Amount Paid \$20.00 \$7.81
change

I'll Have an Order of Subtraction, Please!
Summative Assessment

Name: _____ Date: _____

Directions: Fill in the circle to show your answer. Use the space provided to show your work.

1. $678 - 32 =$

- 675
- 646
- 546
- 636

2. $421 - 96 =$

- 375
- 314
- 325
- 403

3. $\$5.43 - 2.78 =$

- \$2.65
- \$2.35
- \$3.65
- \$1.25

4. $\$10.00 - 6.54 =$

- \$3.46
- \$4.46
- \$4.56
- \$2.15

Directions: Do the following subtraction problems and fill your answer in the blank. Be sure to show all of your work.

5.
$$\begin{array}{r} 618 \\ - 123 \\ \hline \end{array}$$

6.
$$\begin{array}{r} \$12.55 \\ - 7.79 \\ \hline \end{array}$$

7.
$$\begin{array}{r} \$20.00 \\ - 9.99 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 908 \\ - 329 \\ \hline \end{array}$$

9.
$$\begin{array}{r} \$5.73 \\ - 2.35 \\ \hline \end{array}$$

10.

Brief Constructed Response

Henry and Sally went out for ice cream. They each had an ice cream sundae. The total came to \$6.57. They had a ten-dollar bill.

Part A

How much change will Henry and Sally receive?

Part B

Use what you know about subtraction with regrouping to explain why your answer is correct. Use number and/or words in your explanation.

I'll Have an Order of Subtraction, Please! Summative Assessment

Name: _____ Date: _____

Directions: Fill in the circle to show your answer. Use the space provided to show your work.

1. $678 - 32 =$

- 675
- 646
- 546
- 636

2. $421 - 96 =$

- 375
- 314
- 325
- 403

3. $\$5.43 - 2.78 =$

- \$2.65
- \$2.35
- \$3.65
- \$1.25

4. $\$10.00 - 6.54 =$

- \$3.46
- \$4.46
- \$4.56
- \$2.15

Directions: Do the following subtraction problems and fill your answer in the blank. Be sure to show all of your work.

$$\begin{array}{r} 5. \quad 618 \\ \quad - 123 \\ \hline \quad \mathbf{495} \end{array}$$

$$\begin{array}{r} 6. \quad \$12.55 \\ \quad - 7.79 \\ \hline \quad \mathbf{\$4.76} \end{array}$$

$$\begin{array}{r} 7. \quad \$20.00 \\ \quad - 9.99 \\ \hline \quad \mathbf{\$10.01} \end{array}$$

$$\begin{array}{r} 8. \quad 908 \\ \quad - 329 \\ \hline \quad \mathbf{579} \end{array}$$

$$\begin{array}{r} 9. \quad \$5.73 \\ \quad - 2.35 \\ \hline \quad \mathbf{\$3.38} \end{array}$$

10.

Brief Constructed Response

Henry and Sally went out for ice cream. They each had an ice cream sundae. The total came to \$6.57. They had a ten-dollar bill.

Part A

How much change will Henry and Sally receive?

_____ \$3.43 _____

Part B

Use what you know about subtraction with regrouping to explain why your answer is correct. Use number and/or words in your explanation.

I have \$10.00. I regrouped so I had 9 ones, and 99 cents. Then

I could subtract each place value. When I subtracted \$6.57 I

got \$3.43 as my change.

**MSA Brief Constructed Response “Kid Speak”
Mathematics Rubric
Grades 1 through 8**

Score	
2	<p>My answer shows I completely understood the problem and how to solve it:</p> <ul style="list-style-type: none">• I used a very good, complete strategy to correctly solve the problem.• I used my best math vocabulary to clearly explain what I did to solve the problem. My explanation was complete, well organized and logical.• I applied what I know about math to correctly solve the problem.• I used numbers, words, symbols or pictures (or a combination of them) to show how I solved the problem.
1	<p>My answer shows I understood most of the problem and how to solve it:</p> <ul style="list-style-type: none">• I used a strategy to find a solution that was partly correct.• I used some math vocabulary and most of my reasons were correct to explain how I solved the problem. My explanation needed to be more complete, well organized or logical.• I partly applied what I know about math to solve the problem.• I tried to use numbers, words, symbols or pictures (or a combination of them) to show how I got my answer, but these may not have been completely correct.
0	<p>My answer shows I didn't understand the problem and how to solve it:</p> <ul style="list-style-type: none">• I wasn't able to use a good strategy to solve the problem.• My strategy wasn't related to what was asked.• I didn't apply what I know about math to solve the problem.• I left the answer blank.