

**Grade 2 Unit 7**

Lesson 16

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## Unit 7 Lesson 16: Subtract Within 1,000

### WU True or False: Equations Based on Place Value (Warm up)

#### Student Task Statement

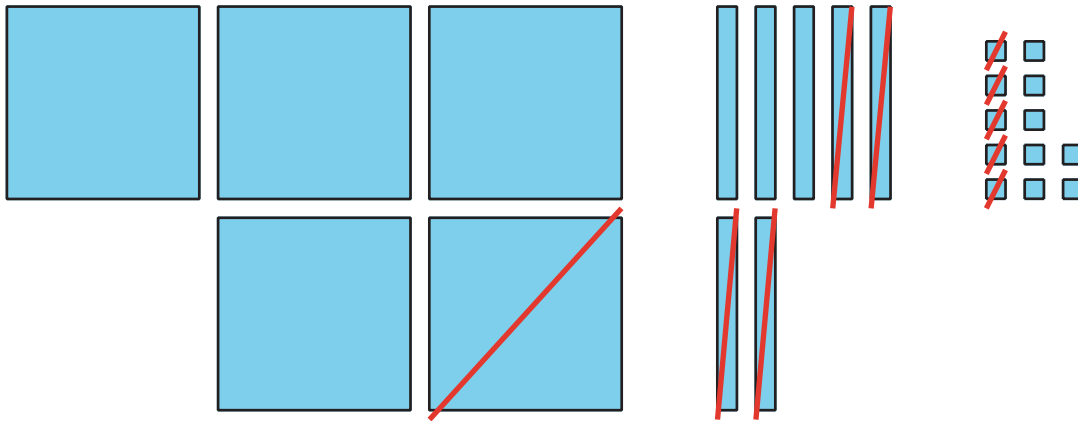
Decide if each statement is true or false. Be prepared to explain your reasoning.

- $2 \text{ hundreds} + 3 \text{ tens} + 4 \text{ ones} = 2 \text{ hundreds} + 3 \text{ tens} + 14 \text{ ones}$
- $2 \text{ hundreds} + 3 \text{ tens} + 4 \text{ ones} = 1 \text{ hundred} + 13 \text{ tens} + 4 \text{ ones}$
- $1 \text{ hundred} + 13 \text{ tens} + 4 \text{ ones} = 1 \text{ hundred} + 12 \text{ tens} + 14 \text{ ones}$

### 1 Jada's Thinking

#### Student Task Statement

Lin's diagram:



Jada's equations:

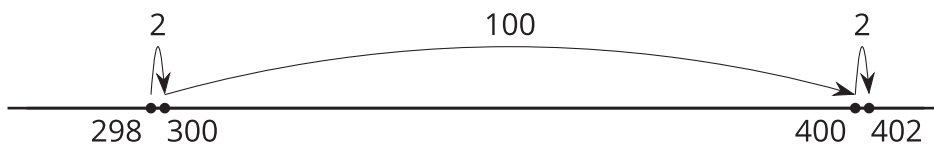
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$$500 - 100 =$$

$$\begin{array}{r} 70 \\ 80 \\ \hline \end{array} - 40 =$$

$$\begin{array}{r} 12 \\ 1 \\ \hline \end{array} - 5 =$$

- Discuss how Jada's equations match Lin's diagram.
  - Finish Jada's work to find the value of  $582 - 145$ .
- Jada is thinking about how to find the value of  $402 - 298$ .
  - 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.

- 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.

## 2 Find It Your Way

### Student Task Statement

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.

- $535 - 214$
- $700 - 589$
- $683 - 398$
- $918 - 608$
- $735 - 457$
- $602 - 487$