Numeracy Gr 3 Nov 30

Activity 2: Open Questions on Subtraction

<u>**Materials Needed:**</u>

•	paper and pencil.

<u>**Task Instructions:**</u>

Ask your child to investigate the open questions below. Suggested model answers are in the parent tips.

A. Choose a three-digit number that is less than 400 and has the digit 8 in the ones place. What do you have to add to that number to get these sums: 481; 511; and 621?

   How are the three numbers you are adding related?
   Why does that make sense?

B. To subtract 53 – 18 in his head, Adnan said he would subtract 55 – 20 instead, and get the same answer. Do you agree? Why might Adnan do this?

C. Name 2 two-digit numbers for each description below.

   i)	Easy to add in your head
   ii)	Easy to subtract in your head
   iii)	Hard to add in your head
   iv)	Hard to subtract in your head

   For the easy ones, explain WHY you think they are easy. For the hard ones, explain HOW you could make them easier to do in your head.

Parent tips:

SAMPLE ANSWERS:

A. I chose 228. To get to 481, I added 253. To get 511, I added 283. To get to 621, I added 393. I noticed that all of the numbers I added end in 3. That makes sense since the sums also all have the same ones digit.
B. I agree. Changing 53 to 55 adds 2, but changing 18 to 20 also means you are adding 2 to 18, so it balances out. I think Adnan thinks it is easier to subtract when the numbers are 5's or 10's.
C. i) 40 + 40 is easy since you just add 4 tens and 4 tens
   ii) 56 – 21 is easy to subtract since you just take away 2 tens to get 3 tens and then take away 1 one to leave 5 ones.
   iii) It would be hard to add 36 + 47 If I had to, I would think 36 + 50 is 86 then take away 3 to get 83.
   iv)   It would be hard to subtract 62-36 I would think 66-36 = 30 But since the starting number was really only 62, not 66, I would subtract 4 from 30 to get an answer of 26.