

MATH WORKSHOP

ADDING & SUBTRACTING MULTI-DIGIT NUMBERS



Solving Problems with Missing Numbers

The Problem:

$$\begin{array}{r} 5623 \\ + \quad ?? \\ \hline 11238 \end{array}$$

What we know

$$\begin{array}{r} 5 \\ + \quad ? \\ \hline 8 \end{array}$$

Use the In
operator

Let's check:
 $5 + 3 = 8$

DRESS THE SCARECROW



An example of
a complete
scarecrow

DRESS THE SCARECROW

$$\begin{array}{r} 37468 \\ - \quad \quad \quad \\ \hline 30959 \end{array}$$

DRESS THE SCARECROW

$$\begin{array}{r} 7986 \\ - \quad \quad \quad \\ \hline 2679 \end{array}$$

DRESS THE SCARECROW

$$\begin{array}{r} \quad \quad \quad \\ + 925383 \\ \hline 954532 \end{array}$$

DRESS THE SCARECROW DIRECTIONS

Answer the question on the cards provided. Have your partner check the answer key to see if you are correct.

If you are correct, you can place one piece of the scarecrow on the pole. If you are not correct, you have to remove one piece of the scarecrow. If you do not have any pieces, then your turn is over and it's the next player's turn.

Keep playing back and forth in this manner until a player has completely built a scarecrow. The first player to build a complete scarecrow first is the winner.

DRESS THE SCARECROW

$$\begin{array}{r} 11096 \\ + \quad \quad \quad \\ \hline 14901 \end{array}$$

DRESS THE SCARECROW

$$\begin{array}{r} 11096 \\ + \quad \quad \quad \\ \hline 14901 \end{array}$$

DRESS THE SCARECROW Recording Sheet

1.) 1,086	2.) 6,509	3.) 146,922	4.) 470,894	5.) 18,500	6.) 5,307
7.) 3,805	8.)	9.)	10.)	11.)	12.)
13.)	14.)	15.)	16.)	17.)	18.)
19.)	20.)	21.)	22.)	23.)	24.)



PRINTABLE & DIGITAL



VOCABULARY CARDS

CCSS aligned vocabulary cards for use during the lessons, your word walls, and so much more. These are also included in the digital version so you can project them on your board.

Part 4: Estimating. Estimate each problem below. Watch the signs.

23) $8397 + 5578$ 24) $31204 - 25387$

25) $61452 + 61588$

Part 5: Word Problems. Work, and check your work.

26) A sporting event had 87,879 fans. How many more fans were there than at the last event?

27) Angelica wants to run 100 miles. She has run 23,316 miles. How many more miles does she need to run?

Part 6: Subtracting. Solve each problem below. Show your work.

28) $8793 - 9387$ 29) $78789 - 55245$ 30) $354785 - 71278$ 31) $320855 - 439184$ 32) $1225182 - 7168903$

Part 7: Subtracting. Solve each problem below. Show your work.

33) $4867 - 7385$ 34) $73355 - 92710$ 35) $889954 - 787929$ 36) $819 - 332$

Part 8: Subtracting. Solve each problem below. Show your work.

37) $3462 - 1789$ 38) $32316 - 8857$ 39) $947825 - 253789$ 40) $2285671 - 135791$

Part 9: Subtracting with Zeros. Solve each problem below. Show your work.

41) $6000 - 4826$ 42) $60000 - 55482$ 43) $300000 - 227397$ 44) $900000 - 417681$

Part 10: Subtracting. Solve each problem below. Show your work.

45) $7000 - 5687$ 46) $50000 - 73367$ 47) $400000 - 178893$ 48) $5000000 - 2255782$

Part 11: Subtracting. Solve each problem below. Show your work.

49) $55575 - 2213$ 50) $67886 - 30425$ 51) $899891 - 767330$ 52) $8517788 - 2255414$

Part 12: Subtracting. Solve each problem below. Show your work.

53) $7938 - 4677$ 54) $47789 - 62586$ 55) $988723 - 395974$ 56) $3776823 - 8237857$

Part 13: Subtracting. Solve each problem below. Show your work.

57) $3594 - 4465$ 58) $71684 - 16830$ 59) $245321 - 333225$ 60) $3376814 - 2429174$

REGROUP
THE PROCESS OF CHANGING ONE GROUP OF TENS TO ADD

ALGORITHM
A STEP-BY-STEP METHOD FOR SOLVING A PROBLEM

ESTIMATE
ESTIMATE HOW MANY GUMBALLS ARE IN THE MACHINE

SUBTRAHEND
THE BOTTOM NUMBER IN A SUBTRACTION PROBLEM

REASONABLE
CHECKING TO DETERMINE IF THE RESULT IS APPROPRIATE OR FAIR. USING GOOD SENSE AND GOOD THINKING.

PRE-TESTS & POST TESTS

Pre-tests and Post-tests are provided so that you can determine what your students know and don't know. This also helps determine growth after the unit is complete.

UNIT OVERVIEW

A suggested unit overview and pacing is provided, though it's not necessary to follow it. This is to help make planning easy on you. It is also set up so you can just click on the lesson and it'll take you directly to it.

Unit Overview

Click on the box to go directly to that lesson. [Click here to access the full unit in digital form.](#)

Lesson 1 How do we add larger numbers using the traditional algorithm?	Lesson 2 How do we know using the standard algorithm works when adding?	Lesson 3 How do we subtract larger numbers using the standard algorithm?	Lesson 4 How do we subtract larger numbers using the standard algorithm?	Lesson 5 How do we know using the standard algorithm works when subtracting?
pg. 22	pg. 30	pg. 39	pg. 44	pg. 54
Lesson 6 How can we subtract across zeros?	Lesson 7 How can we subtract across zeros?	Lesson 8 How can we subtract across zeros?	Lesson 9 How can we add & subtract larger numbers?	Lesson 10 How can we add & subtract larger numbers?
pg. 70	pg. 78	pg. 81	pg. 100	pg. 114
Lesson 11 How can we estimate when adding numbers?	Lesson 12 How can we estimate when adding numbers?	Lesson 13 How can we estimate when adding numbers?	Lesson 14 How can we estimate when adding numbers?	Lesson 15 How can we estimate when adding numbers?
pg. 155	pg. 161	pg. 166	pg. 171	pg. 177
Pre-test pg. 17-20			Post-test pg. 184-187	

VOCABULARY COVERED

estimate
ballpark number
algorithm
regroup
minuend
subtrahend
difference
million
hundred-thousand
inverse operation
keywords
addend
reasonable

CCSS COVERED

4.NBT.4
4.NBT.3
4.OA.3

I Can Statement
I can subtract larger numbers with zeros.

Vocabulary
minuend, subtrahend, difference

Mini-Lesson
Today, we're going to practice subtracting with the standard algorithm. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner.

Active Engagement
You'll be working in pairs. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner.

Link & Independent Practice
You'll be working in pairs. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner.

Intervention
You'll be working in pairs. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner.

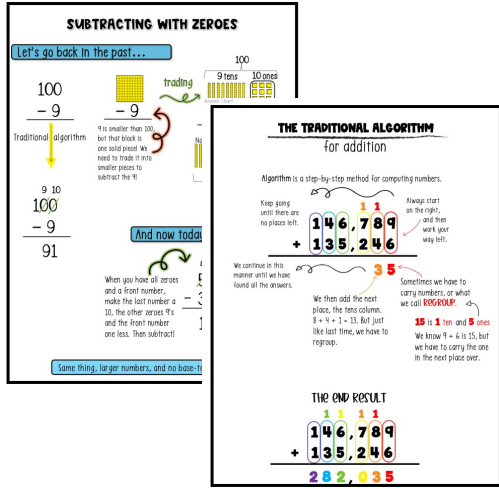
Closing
You'll be working in pairs. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner. You'll be using the standard algorithm to solve the problem. I'll be asking you to explain your work to your partner.

LESSON PLANS

Detailed and thorough lesson plans to help you work through the workshop model. It includes the "I Can" statement, CCSS, vocabulary, materials used, intervention ideas, and extensions.

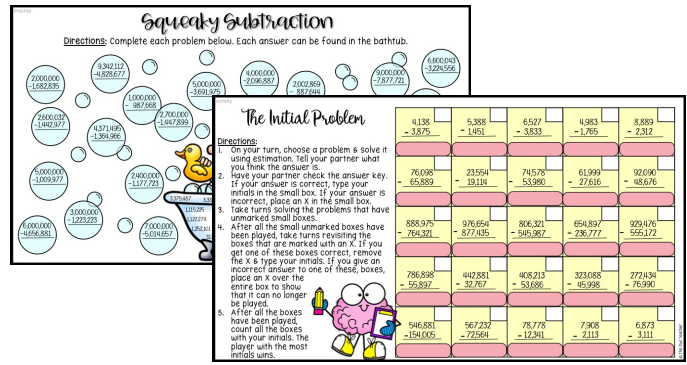
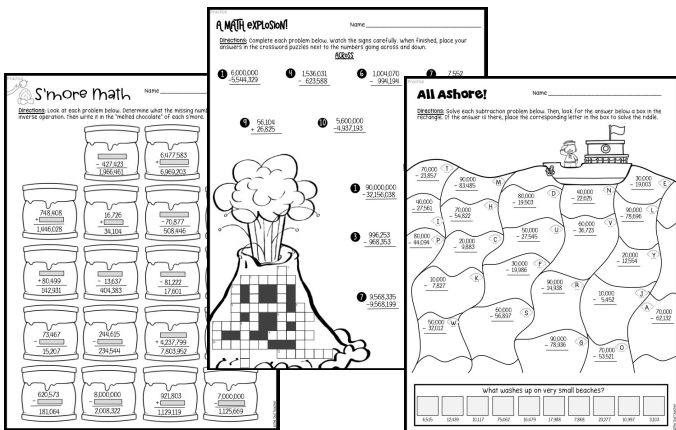
DIGITAL VERSION

This unit includes a digital version. You can assign parts of the resource to your students whether you are at school or distance learning.



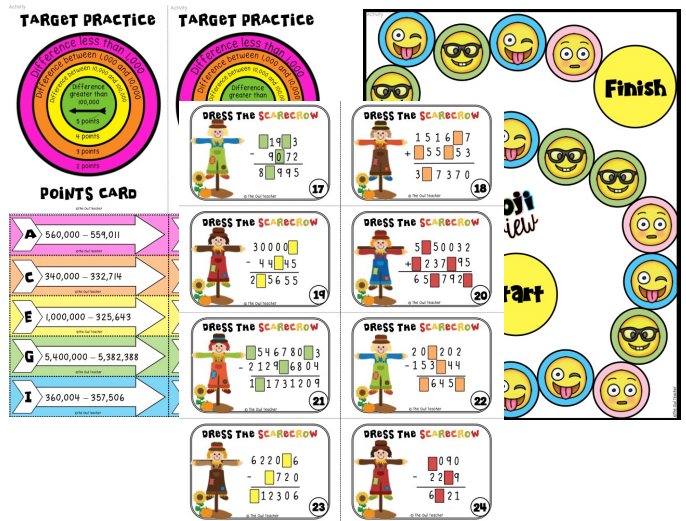
ACTIVITIES

Hands-on, concrete activities that use manipulatives. Activities are created based on research and best practices. Students are engaged and enjoy math more.



ANCHOR CHARTS

Detailed anchor charts that break things down for your students to help them understand important concepts.



PRACTICE WORKSHEETS

Worksheets are provided to give students a chance to practice the newly learned skills and to work their way to mastery. This also provides you the opportunity to check for understanding. Answer keys are included.

INCLUDES COLOR AND B/W VERSIONS!