

DIAGNOSING ROW D

If your child got these answers

$$\begin{array}{r} \text{D} \quad 13) \quad 648 \\ \quad \quad \underline{- 129} \\ \quad \quad 419 \end{array} \quad \begin{array}{r} 14) \quad 376 \\ \quad \quad \underline{- 128} \\ \quad \quad 148 \end{array} \quad \begin{array}{r} 15) \quad 463 \\ \quad \quad \underline{- 246} \\ \quad \quad 117 \end{array} \quad \begin{array}{r} 16) \quad 567 \\ \quad \quad \underline{- 249} \\ \quad \quad 218 \end{array}$$

There was no need to take anything from the (hundreds) place because there was nothing additional needed in the (tens) place. This student should be taught not to always go to the first digit to (borrow) but just to borrow from the one immediately to the left of the place that is deficient.