

REGROUP MATH PROBLEMS

WHAT IS REGROUPING IN MATH?

REGROUP MATH PROBLEMS ARE A FUNDAMENTAL CONCEPT IN ARITHMETIC THAT OFTEN CAUSES CONFUSION FOR LEARNERS, ESPECIALLY WHEN THEY FIRST ENCOUNTER ADDITION AND SUBTRACTION WITH MULTI-DIGIT NUMBERS. THIS PROCESS, ALSO KNOWN AS BORROWING OR CARRYING, IS ESSENTIAL FOR ACCURATELY SOLVING CALCULATIONS WHERE A DIGIT IN ONE PLACE VALUE COLUMN IS INSUFFICIENT FOR THE OPERATION. UNDERSTANDING REGROUPING EMPOWERS STUDENTS TO TACKLE MORE COMPLEX ARITHMETIC, FORMING A SOLID FOUNDATION FOR ADVANCED MATHEMATICAL CONCEPTS. THIS ARTICLE WILL DELVE INTO THE INTRICACIES OF REGROUPING IN ADDITION AND SUBTRACTION, EXPLORE COMMON CHALLENGES AND EFFECTIVE STRATEGIES FOR OVERCOMING THEM, AND PROVIDE PRACTICAL TIPS FOR EDUCATORS AND PARENTS TO SUPPORT LEARNING. WE'LL BREAK DOWN THE 'WHY' AND 'HOW' OF REGROUPING, MAKING THESE OFTEN-INTIMIDATING MATH PROBLEMS MORE ACCESSIBLE AND UNDERSTANDABLE FOR EVERYONE.

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WHAT IS REGROUPING IN MATHEMATICS?

REGROUPING IN MATHEMATICS IS A FOUNDATIONAL TECHNIQUE USED IN ARITHMETIC OPERATIONS, PRIMARILY ADDITION AND SUBTRACTION, WHEN DEALING WITH MULTI-DIGIT NUMBERS. IT'S THE PROCESS OF CONVERTING A LARGER UNIT IN ONE PLACE VALUE COLUMN INTO SMALLER UNITS IN THE NEXT LOWER PLACE VALUE COLUMN, OR VICE-VERSA, TO FACILITATE THE CALCULATION. THINK OF IT LIKE EXCHANGING A TEN-DOLLAR BILL FOR TEN ONE-DOLLAR BILLS; YOU HAVEN'T CHANGED THE TOTAL VALUE, JUST HOW IT'S REPRESENTED. THIS CONCEPT IS CRUCIAL BECAUSE STANDARD ALGORITHMS FOR ADDITION AND SUBTRACTION REQUIRE SPECIFIC VALUES IN EACH COLUMN, AND REGROUPING ALLOWS US TO ADJUST THESE VALUES TO MAKE THE OPERATIONS WORK SMOOTHLY AND ACCURATELY.

WITHOUT REGROUPING, SOLVING PROBLEMS LIKE $35 + 47$ OR $82 - 35$ WOULD BE INCREDIBLY DIFFICULT USING THE TRADITIONAL COLUMN METHOD. FOR INSTANCE, IN $35 + 47$, WHEN YOU ADD THE ONES COLUMN ($5 + 7$), YOU GET 12. YOU CAN'T SIMPLY WRITE '12' IN THE ONES COLUMN. THIS IS WHERE REGROUPING COMES IN. THE '2' STAYS IN THE ONES PLACE, AND THE '1' (REPRESENTING 1 TEN) IS CARRIED OVER TO THE TENS COLUMN. SIMILARLY, IN SUBTRACTION, IF YOU NEED TO SUBTRACT A LARGER DIGIT FROM A SMALLER ONE IN A COLUMN, YOU MUST 'BORROW' FROM THE NEXT HIGHER PLACE VALUE, EFFECTIVELY REGROUPING LARGER UNITS INTO SMALLER ONES. THIS MANIPULATION OF PLACE VALUES IS THE CORE OF MASTERING REGROUP MATH PROBLEMS.

REGROUPING IN ADDITION: THE ART OF CARRYING OVER

REGROUPING IN ADDITION, OFTEN REFERRED TO AS "CARRYING OVER," IS THE PROCESS WHERE THE SUM OF DIGITS IN A SPECIFIC PLACE VALUE COLUMN EXCEEDS 9. WHEN THIS HAPPENS, WE SEPARATE THE SUM INTO TENS AND ONES (OR LARGER PLACE VALUES) AND CARRY OVER THE TENS DIGIT TO THE NEXT COLUMN TO THE LEFT. IT'S A WAY OF SAYING, "THIS COLUMN HAS TOO MANY ONES, SO LET'S BUNDLE THEM UP INTO TENS AND ADD THEM TO THE TENS COLUMN." THIS ENSURES THAT EACH PLACE

VALUE COLUMN REPRESENTS ITS CORRECT VALUE, MAINTAINING THE OVERALL ACCURACY OF THE SUM.

UNDERSTANDING PLACE VALUE IN ADDITION REGROUPING

THE BEDROCK OF UNDERSTANDING ADDITION REGROUPING IS A FIRM GRASP OF PLACE VALUE. EACH DIGIT IN A NUMBER HOLDS A SPECIFIC VALUE BASED ON ITS POSITION: ONES, TENS, HUNDREDS, THOUSANDS, AND SO ON. WHEN WE ADD THE DIGITS IN THE ONES COLUMN, AND THE SUM IS 10 OR GREATER, IT MEANS WE HAVE AT LEAST ONE GROUP OF TEN ONES. THESE TEN ONES ARE EQUIVALENT TO ONE TEN. SO, WE KEEP THE ONES DIGIT OF THE SUM IN THE ONES COLUMN AND 'CARRY' THE TEN (OR MULTIPLE TENS) OVER TO THE TENS COLUMN TO BE ADDED WITH THE OTHER TENS. THIS PRINCIPLE EXTENDS TO HUNDREDS, THOUSANDS, AND BEYOND. FOR EXAMPLE, IF THE SUM OF THE TENS COLUMN IS 23, IT MEANS 23 TENS, WHICH IS EQUIVALENT TO 2 HUNDREDS AND 3 TENS. WE WOULD WRITE DOWN THE 3 IN THE TENS COLUMN AND CARRY OVER THE 2 TO THE HUNDREDS COLUMN.

STEP-BY-STEP REGROUPING IN ADDITION

LET'S WALK THROUGH AN EXAMPLE TO SOLIDIFY THE PROCESS. CONSIDER THE PROBLEM: $47 + 25$.

- **STEP 1: ALIGN THE NUMBERS.** WRITE THE NUMBERS VERTICALLY, ALIGNING THE ONES DIGITS AND THE TENS DIGITS:

$$\begin{array}{r} 47 \\ + 25 \\ \hline \end{array}$$

- **STEP 2: ADD THE ONES COLUMN.** ADD THE DIGITS IN THE RIGHTMOST COLUMN (THE ONES COLUMN): $7 + 5 = 12$.
- **STEP 3: REGROUP THE ONES.** SINCE 12 IS GREATER THAN 9, WE NEED TO REGROUP. THE '2' STAYS IN THE ONES COLUMN AS THE ONES DIGIT OF THE SUM. THE '1' (REPRESENTING 1 TEN) IS CARRIED OVER TO THE TOP OF THE TENS COLUMN. WRITE A SMALL '1' ABOVE THE 4 AND 2 IN THE TENS COLUMN.

$$\begin{array}{r} 147 \\ + 25 \\ \hline \\ 2 \end{array}$$

- **STEP 4: ADD THE TENS COLUMN.** NOW, ADD ALL THE DIGITS IN THE TENS COLUMN, INCLUDING THE CARRIED-OVER DIGIT: 1 (CARRIED OVER) + 4 + 2 = 7.
- **STEP 5: WRITE THE SUM.** PLACE THE RESULT OF THE TENS COLUMN ADDITION (7) IN THE TENS PLACE OF THE ANSWER.

$$\begin{array}{r} 147 \\ + 25 \\ \hline \\ 72 \end{array}$$

So, $47 + 25 = 72$. This systematic approach ensures that no value is lost during the calculation.

REGROUPING IN SUBTRACTION: THE SKILL OF BORROWING

REGROUPING IN SUBTRACTION, OFTEN CALLED "BORROWING," IS THE INVERSE PROCESS OF CARRYING OVER. IT OCCURS WHEN THE DIGIT IN THE SUBTRAHEND (THE BOTTOM NUMBER) IS LARGER THAN THE DIGIT IN THE MINUEND (THE TOP NUMBER) IN A PARTICULAR PLACE VALUE COLUMN. IN SUCH CASES, WE CANNOT SUBTRACT THE SMALLER DIGIT FROM THE LARGER ONE DIRECTLY. WE MUST "BORROW" A UNIT FROM THE NEXT HIGHER PLACE VALUE COLUMN TO THE LEFT, CONVERTING IT INTO SMALLER UNITS IN THE CURRENT COLUMN. THIS INCREASES THE DIGIT IN THE CURRENT COLUMN, ALLOWING THE SUBTRACTION TO PROCEED. IT'S LIKE NEEDING 5 APPLES BUT ONLY HAVING 2; YOU GO TO THE FRUIT BASKET (THE NEXT PLACE VALUE) AND TRADE ONE OF YOUR ORANGES FOR 10 APPLES, GIVING YOU 12 APPLES TO WORK WITH.

UNDERSTANDING PLACE VALUE IN SUBTRACTION REGROUPING

JUST AS WITH ADDITION, PLACE VALUE IS PARAMOUNT IN UNDERSTANDING SUBTRACTION REGROUPING. WHEN WE ENCOUNTER A SITUATION WHERE WE NEED TO SUBTRACT, FOR INSTANCE, 8 FROM 5 IN THE ONES COLUMN, WE CAN'T DO IT WITH WHOLE NUMBERS. WE LOOK TO THE TENS COLUMN. IF THERE'S A TEN AVAILABLE IN THE TENS COLUMN, WE "BORROW" ONE TEN FROM IT. THIS ONE TEN IS THEN BROKEN DOWN INTO TEN ONES. THESE TEN ONES ARE ADDED TO THE EXISTING ONES IN THE ONES COLUMN, INCREASING THAT DIGIT. THE ORIGINAL DIGIT IN THE TENS COLUMN IS REDUCED BY ONE BECAUSE WE TOOK ONE TEN AWAY FROM IT. THIS ADJUSTMENT MAKES THE SUBTRACTION IN THE ONES COLUMN POSSIBLE. FOR EXAMPLE, TO SOLVE $52 - 28$, IN THE ONES COLUMN, WE HAVE $2 - 8$. WE BORROW 1 TEN FROM THE 5 TENS, LEAVING 4 TENS. THAT BORROWED 1 TEN BECOMES 10 ONES, WHICH WE ADD TO THE EXISTING 2 ONES, MAKING IT 12 ONES. NOW WE CAN CALCULATE $12 - 8 = 4$ IN THE ONES COLUMN.

STEP-BY-STEP REGROUPING IN SUBTRACTION

LET'S ILLUSTRATE SUBTRACTION REGROUPING WITH AN EXAMPLE: $63 - 27$.

- **STEP 1: ALIGN THE NUMBERS.** POSITION THE NUMBERS VERTICALLY, ENSURING THE ONES AND TENS DIGITS ARE ALIGNED:

$$\begin{array}{r} 63 \\ - 27 \\ \hline \end{array}$$

- **STEP 2: ATTEMPT TO SUBTRACT THE ONES COLUMN.** LOOK AT THE ONES COLUMN: $3 - 7$. SINCE 3 IS SMALLER THAN 7, WE CANNOT SUBTRACT DIRECTLY.
- **STEP 3: REGROUP (BORROW) FROM THE TENS COLUMN.** WE NEED TO BORROW FROM THE TENS COLUMN. THE DIGIT IN THE TENS COLUMN IS 6. WE BORROW 1 TEN FROM THE 6, LEAVING 5 TENS IN THAT COLUMN. THIS BORROWED 1 TEN IS CONVERTED INTO 10 ONES. WE ADD THESE 10 ONES TO THE EXISTING 3 ONES IN THE ONES COLUMN, MAKING IT 13 ONES. WE OFTEN INDICATE THIS BY CROSSING OUT THE 3 AND WRITING 13 ABOVE IT, AND CROSSING OUT THE 6 AND WRITING 5 ABOVE IT.

$$\begin{array}{r} 5 \cancel{3}^{13} \\ - 27 \\ \hline \end{array}$$

- **STEP 4: SUBTRACT THE ONES COLUMN.** Now, subtract the ones digits: $13 - 7 = 6$. Write the 6 in the ones place of the answer.

$$\begin{array}{r} 53^{13} \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 53^{13} \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 53^{13} \\ - 27 \\ \hline 6 \end{array}$$

- **STEP 5: SUBTRACT THE TENS COLUMN.** Subtract the digits in the tens column: $5 - 2 = 3$. Write the 3 in the tens place of the answer.

$$\begin{array}{r} 53^{13} \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 53^{13} \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 53^{13} \\ - 27 \\ \hline 36 \end{array}$$

Therefore, $63 - 27 = 36$. This borrowing process allows us to perform subtraction accurately even when the top digit is smaller.

Common Challenges with Regroup Math Problems

Many students find regroup math problems particularly challenging, and there are several common pitfalls. One of the most frequent issues is a misunderstanding of place value. If a student doesn't grasp that a ten is made of ten ones, or that borrowing a ten means adding ten ones, the regrouping process breaks down. This can lead to simply writing a digit from the borrowed column into the current column, or incorrect calculations like $13 - 7$ equaling 4 instead of 6.

Another significant hurdle is the visual clutter that can arise from crossing out digits and writing new ones. Students might lose track of which numbers are the original ones and which are the newly regrouped ones, leading to errors. This is especially true in subtraction where multiple instances of borrowing might be required in a single problem, such as in $500 - 123$. Furthermore, some learners struggle with the abstract nature of regrouping; they might perform the steps correctly but not understand why they are doing them. This lack of conceptual understanding makes it difficult for them to apply the skill in different contexts or when encountering more complex numbers.

Finally, calculation errors themselves, independent of the regrouping process, can also be a problem. A simple addition mistake in the carried-over digit or a subtraction error after borrowing can render the entire problem incorrect, making it hard to pinpoint whether the issue lies in the regrouping skill or basic arithmetic. Overcoming these challenges requires targeted instruction and ample practice.

STRATEGIES FOR MASTERING REGROUPING

MASTERING REGROUP MATH PROBLEMS REQUIRES A MULTI-FACETED APPROACH THAT FOCUSES ON CONCEPTUAL UNDERSTANDING, VISUAL AIDS, AND CONSISTENT PRACTICE. FIRSTLY, EMPHASIZING PLACE VALUE IS NON-NEGOTIABLE. USING MANIPULATIVES LIKE BASE-TEN BLOCKS (RODS FOR TENS, UNIT CUBES FOR ONES) CAN MAKE THE ABSTRACT CONCEPT OF REGROUPING CONCRETE. STUDENTS CAN PHYSICALLY TRADE A TEN-ROD FOR TEN UNIT CUBES WHEN BORROWING, OR BUNDLE TEN UNIT CUBES INTO A TEN-ROD WHEN CARRYING OVER. THIS HANDS-ON EXPERIENCE BRIDGES THE GAP BETWEEN ABSTRACT SYMBOLS AND TANGIBLE QUANTITIES.

VISUAL REPRESENTATIONS ARE ALSO INCREDIBLY POWERFUL. GRAPH PAPER CAN HELP STUDENTS KEEP THEIR NUMBERS NEATLY ALIGNED, REDUCING VISUAL CONFUSION. SOME EDUCATORS ALSO USE CHARTS OR DIAGRAMS THAT CLEARLY ILLUSTRATE THE BORROWING OR CARRYING PROCESS, SHOWING HOW A TEN BECOMES TEN ONES, OR HOW TEN ONES BECOME A TEN. PRACTICING WITH A VARIETY OF PROBLEM TYPES, FROM SIMPLE TWO-DIGIT NUMBERS TO MORE COMPLEX THREE- AND FOUR-DIGIT NUMBERS, GRADUALLY BUILDS CONFIDENCE AND FLUENCY. IT'S ALSO BENEFICIAL TO INCORPORATE WORD PROBLEMS THAT REQUIRE REGROUPING, SO STUDENTS CAN SEE THE PRACTICAL APPLICATION OF THIS SKILL IN REAL-WORLD SCENARIOS. ENCOURAGING STUDENTS TO EXPLAIN THEIR STEPS ALOUD, DETAILING THEIR THOUGHT PROCESS AS THEY REGROUP, CAN ALSO REVEAL MISUNDERSTANDINGS AND REINFORCE THEIR LEARNING.

TIPS FOR PARENTS AND EDUCATORS TO HELP CHILDREN WITH REGROUPING

PARENTS AND EDUCATORS PLAY A VITAL ROLE IN HELPING CHILDREN CONQUER REGROUP MATH PROBLEMS. CONSISTENCY AND PATIENCE ARE KEY. START WITH THE FUNDAMENTALS: ENSURE A STRONG UNDERSTANDING OF PLACE VALUE BEFORE DIVING DEEP INTO REGROUPING. USE EVERYDAY EXAMPLES. FOR INSTANCE, WHEN COUNTING MONEY, EXPLAIN HOW TEN PENNIES MAKE A DIME (REGROUPING ONES TO TENS) OR HOW A DIME CAN BE EXCHANGED FOR TEN PENNIES (BORROWING A TEN). WHEN BAKING, IF A RECIPE CALLS FOR 12 EGGS AND YOU ONLY HAVE 5, YOU NEED TO GET MORE FROM SOMEWHERE ELSE (ANALOGOUS TO BORROWING).

FOR EDUCATORS, EMPLOYING A VARIETY OF TEACHING METHODS IS CRUCIAL. SOME STUDENTS THRIVE WITH VISUAL AIDS, WHILE OTHERS BENEFIT MORE FROM KINESTHETIC ACTIVITIES OR AUDITORY EXPLANATIONS. BREAK DOWN THE STEPS CLEARLY AND CONSISTENTLY. PROVIDE AMPLE GUIDED PRACTICE, WORKING THROUGH PROBLEMS TOGETHER, BEFORE ASSIGNING INDEPENDENT WORK. CELEBRATE SMALL VICTORIES AND OFFER CONSTRUCTIVE FEEDBACK. FOR PARENTS, OFFER SUPPORT WITHOUT PRESSURE. REVIEW HOMEWORK, PLAY MATH GAMES THAT INVOLVE ADDITION AND SUBTRACTION, AND CREATE A POSITIVE LEARNING ENVIRONMENT. IF A CHILD IS STRUGGLING, IT'S OFTEN HELPFUL TO GO BACK A STEP, REINFORCE THE UNDERLYING CONCEPTS, AND THEN REINTRODUCE REGROUPING.

HERE ARE SOME SPECIFIC STRATEGIES:

- USE MANIPULATIVES LIKE BASE-TEN BLOCKS.
- DRAW PICTURES TO REPRESENT PLACE VALUE AND THE REGROUPING PROCESS.
- WORK THROUGH PROBLEMS TOGETHER, THINKING ALOUD.
- PROVIDE PLENTY OF PRACTICE, STARTING WITH SIMPLER PROBLEMS AND GRADUALLY INCREASING COMPLEXITY.
- CONNECT REGROUPING TO REAL-WORLD SITUATIONS.
- ENCOURAGE CHILDREN TO EXPLAIN THEIR STRATEGIES.
- CELEBRATE PROGRESS AND FOSTER A GROWTH MINDSET.

BY WORKING TOGETHER WITH A FOCUS ON UNDERSTANDING AND PRACTICE, THE OFTEN-DAUNTING TASK OF MASTERING REGROUPING MATH PROBLEMS BECOMES MUCH MORE MANAGEABLE.

REGROUPING IS AN INDISPENSABLE TOOL IN THE ARITHMETICIAN'S TOOLKIT, ENABLING ACCURATE CALCULATIONS WITH MULTI-DIGIT NUMBERS. WHETHER IT'S CARRYING OVER IN ADDITION OR BORROWING IN SUBTRACTION, THE UNDERLYING PRINCIPLE IS THE SAME: MANIPULATING PLACE VALUES TO ACHIEVE A VALID MATHEMATICAL OUTCOME. BY DEMYSTIFYING THE PROCESS THROUGH CLEAR EXPLANATIONS, HANDS-ON ACTIVITIES, AND CONSISTENT PRACTICE, STUDENTS CAN BUILD THE CONFIDENCE AND SKILLS NEEDED TO TACKLE INCREASINGLY COMPLEX MATHEMATICAL CHALLENGES. THE JOURNEY OF MASTERING REGROUPING IS A SIGNIFICANT STEP IN A CHILD'S MATHEMATICAL DEVELOPMENT, PAVING THE WAY FOR FUTURE SUCCESS IN ALL AREAS OF MATHEMATICS.

Q: WHY IS REGROUPING CALLED "CARRYING OVER" IN ADDITION?

A: REGROUPING IS CALLED "CARRYING OVER" IN ADDITION BECAUSE WHEN THE SUM OF DIGITS IN A PLACE VALUE COLUMN IS 10 OR MORE, THE "TENS" PART OF THAT SUM IS LITERALLY CARRIED OVER TO THE NEXT HIGHER PLACE VALUE COLUMN. FOR EXAMPLE, IN $37 + 25$, THE ONES COLUMN SUMS TO 12 ($7 + 5$). THE '1' IN 12 REPRESENTS ONE TEN, WHICH IS THEN CARRIED OVER AND ADDED TO THE TENS COLUMN.

Q: WHAT IS THE MOST COMMON MISTAKE STUDENTS MAKE WHEN REGROUPING IN SUBTRACTION?

A: A VERY COMMON MISTAKE IS FORGETTING TO DECREASE THE DIGIT IN THE PLACE VALUE COLUMN FROM WHICH THEY BORROWED. FOR INSTANCE, IN $63 - 27$, WHEN BORROWING FROM THE 6 TENS TO MAKE 13 ONES, A STUDENT MIGHT FORGET TO CHANGE THE 6 TO A 5, LEADING TO AN INCORRECT TENS CALCULATION.

Q: CAN REGROUPING BE USED WITH NUMBERS LARGER THAN HUNDREDS OR THOUSANDS?

A: ABSOLUTELY! THE CONCEPT OF REGROUPING EXTENDS TO ALL PLACE VALUES. WHETHER YOU ARE WORKING WITH MILLIONS OR BILLIONS, THE PRINCIPLE REMAINS THE SAME: YOU REGROUP BY TENS, HUNDREDS, THOUSANDS, AND SO ON, AS NEEDED BY THE OPERATION.

Q: HOW CAN PARENTS HELP THEIR CHILD UNDERSTAND REGROUPING WITHOUT BEING A MATH EXPERT?

A: PARENTS CAN HELP BY USING EVERYDAY OBJECTS TO DEMONSTRATE PLACE VALUE AND REGROUPING. FOR EXAMPLE, USING COINS TO SHOW THAT 10 PENNIES EQUAL 1 DIME (REGROUPING ONES TO TENS) OR THAT A DIME CAN BE EXCHANGED FOR 10 PENNIES (BORROWING A TEN). THEY CAN ALSO ENCOURAGE CONSISTENT PRACTICE AND PROVIDE A SUPPORTIVE ENVIRONMENT, FOCUSING ON UNDERSTANDING RATHER THAN JUST CORRECT ANSWERS.

Q: IS REGROUPING ALWAYS NECESSARY IN ADDITION AND SUBTRACTION?

A: REGROUPING IS ONLY NECESSARY WHEN THE SUM OF DIGITS IN A COLUMN IN ADDITION IS 10 OR GREATER, OR WHEN THE DIGIT IN THE SUBTRAHEND IS LARGER THAN THE DIGIT IN THE MINUEND IN SUBTRACTION, MAKING DIRECT SUBTRACTION IMPOSSIBLE. IF THE RESULT OF AN ADDITION COLUMN IS LESS THAN 10, NO REGROUPING IS NEEDED, AND SIMILARLY, IF SUBTRACTION IN A COLUMN CAN BE DONE DIRECTLY, NO BORROWING IS REQUIRED.

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