Lesson 13: Decompose Tens or Hundreds

Standards Alignments

Addressing   2.NBT.B.7, 2.NBT.B.9
Building Towards   2.NBT.B.7

Teacher-facing Learning Goals

- Subtract numbers within 1,000 using place value strategies that include decomposing a ten or hundred.

Student-facing Learning Goals

- Let's decompose a ten or hundred to subtract.

Lesson Purpose

The purpose of this lesson is for students to subtract from three-digit numbers using place value strategies that include decomposing a ten or hundred.

In a previous lesson, students subtracted from a three-digit number using place value strategies that included decomposing a ten.

In this lesson, students interpret representations of subtraction that show decomposing a ten and hundred. They use base-ten blocks and their understanding of place value to explain why the method works (MP7). Students may continue to use the base-ten blocks or any representation that makes sense to them to subtract within 1,000.

Access for:

♿ Students with Disabilities

- Action and Expression (Activity 2)

🌐 English Learners

- MLR5 (Activity 1)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

Which students came up with an unexpected strategy in today's lesson? What are some ways you can be more open to the ideas of each and every student?

Cool-down (to be completed at the end of the lesson)

🕐 5 min

More Subtraction

Standards Alignments

Addressing   2.NBT.B.7, 2.NBT.B.9

Student-facing Task Statement

Find the value of $519 - 236$. Show your thinking.

Student Responses

283. Sample responses:

- Students draw a base-ten diagram that shows 519 as 5 hundreds, 1 ten, and 9 ones. Students show decomposing a hundred to make 10 tens. Students cross out 2 hundreds, 3 tens, and 6 ones. Labels or equations clearly show the difference as 283.
- $519 - 200 = 319$

  $319 - 10 = 309$

  $309 - 10 = 299$

  $299 - 16 = 283$