Lesson 12: Restemos estratégicamente

Standards Alignments

Addressing   3.NBT.A.2, 3.OA.B.5
Building Towards   3.OA.C.7

Teacher-facing Learning Goals

- Subtract within 1,000 using algorithms or other strategies based on the numbers in the problem.

Student-facing Learning Goals

- Pensemos en cuándo usar algoritmos y cuándo usar otras estrategias para restar.

Lesson Purpose

The purpose of this lesson is for students to consider when they might use algorithms or other strategies to subtract.

Students have learned several subtraction algorithms in prior lessons. Now students take time to consider when it makes sense to use an algorithm and when it makes sense to use another strategy, such as those learned in grade 2. Students will consider how thinking about the numbers in the problem can help them use their knowledge of subtraction to flexibly subtract within 1,000.

This lesson has a Student Section Summary.

Access for:

⊕ Students with Disabilities

- Engagement (Activity 1)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Paper clips: Activity 2
- Pencils: Activity 2

Materials to Copy

- Greatest Difference, Smallest Difference (groups of 2): Activity 2

Lesson Timeline

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

Teacher Reflection Question

Reflect on your experience with the Number Talks in the curriculum. What moves or questions have improved the learning for each of your students during this routine? What improvements would you make next time?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

¿Un algoritmo u otra estrategia?

Standards Alignments

Addressing   3.NBT.A.2

Student-facing Task Statement

¿Cómo encontrarías el valor de $700 - 599$? Explica tu razonamiento.

Student Responses

Sample response: I would use a counting-up strategy because the numbers are both so close to hundreds that it would be a lot faster to count up than to use an algorithm.