# Lesson 7: Restemos dos dígitos

### Standards Alignments

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| --- | --- |
| Addressing | 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9 |
| Building Towards | 2.NBT.B.5 |

### Teacher-facing Learning Goals

* Subtract a two-digit number from a two-digit number in a way that makes sense to them.

### Student-facing Learning Goals

* Hagamos restas con números de dos dígitos.

### Lesson Purpose

The purpose of this lesson is for students to subtract a two-digit number from a two-digit number when a ten is decomposed when subtracting by place.

In previous lessons, students learned that decomposing a ten is sometimes necessary when subtracting two numbers. Students used connecting cubes and base-ten blocks to represent their methods when subtracting a one-digit number from a two-digit number.

In the fist activity, students use methods that make sense to them to subtract and compare their methods with a partner. In the activity synthesis, students make connections across different methods and representations and consider which tools and representations work best for them. In the second activity, students use base-ten blocks to represent expressions and decompose a ten when subtracting by place.

Students should have access to connecting cubes and base-ten blocks throughout the lesson and the cool-down.

### Access for:

###  Students with Disabilities

* Representation (Activity 1)

### Instructional Routines

How Many Do You See? (Warm-up), MLR8 Discussion Supports (Activity 1)

### Materials to Gather

* Base-ten blocks: Activity 1, Activity 2
* Connecting cubes: Activity 1

### Materials to Copy

* Using Blocks to Take Away, Spanish (groups of 4): Activity 2

### Lesson Timeline

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

### Teacher Reflection Question

How are base-ten blocks and diagrams supporting students in showing what they understand about decomposing a ten when subtracting by place?

## Cool-down

(to be completed at the end of the lesson) 5min

Descomponer para restar

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 2.NBT.B.5 |

### Student-facing Task Statement

Encuentra el valor de $61−32$. Muestra cómo pensaste. Si te ayuda, usa bloques.

### Student Responses

29. Sample responses:

* Students draw 6 tens and 1 one. They draw to show decomposing a ten into 10 ones and cross out 3 tens and 2 ones.
* Students draw 5 tens and 11 ones and cross out 3 tens and 2 ones.