

Lesson 6: Compare Methods for Subtraction

Standards Alignments

Addressing 2.NBT.B.5

Teacher-facing Learning Goals

- Describe how methods of subtraction are the same and different when subtracting a one-digit number from a two-digit number.

Student-facing Learning Goals

- Let's compare subtraction methods.

Lesson Purpose

The purpose of this lesson is for students to compare methods for subtracting a one-digit number from a two-digit number with and without decomposing a ten.

In the first activity, students consider 3 methods for finding the difference represented using base-ten diagrams. In the second activity, students find the difference with and without decomposing a ten and represent their thinking using base-ten diagrams, words, or equations. Students are not expected to draw their work with base-ten diagrams in a specific way. Students should have access to base-ten blocks throughout the lesson and the cool-down. Students compare their methods, and the teacher records student thinking using base-ten diagrams and equations in the activity synthesis. In the lesson synthesis, students consider different ways to represent decomposing.

Access for:

Students with Disabilities

- Representation (Activity 1)

Instructional Routines

MLR2 Collect and Display (Activity 1), True or False (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2
- Number cards 0–10: Activity 2

Materials to Copy

- Target Numbers Stage 4 Recording Sheet (groups of 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

In upcoming lessons, students will subtract two-digit numbers from two-digit numbers with and without decomposing a ten. What do students need to understand about place value in order to use strategies that would require decomposing when subtracting by place?

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

🕒 5 min

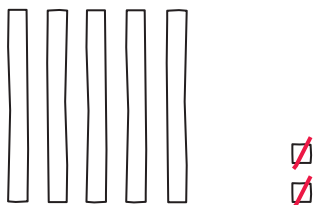
Mai's Method

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Student-facing Task Statement

Mai was asked to find the difference for $52 - 7$. She started, but she got stuck. Finish Mai's method.



Student Responses

Sample response:

- Students draw to show decomposing a ten into 10 ones. Students cross out 5 more ones.
- $52 - 2 = 50$
 $50 - 5 = 45$