Lesson 3: Contemos hacia adelante o hacia atrás para restar

Standards Alignments

Addressing   2.NBT.B.7

Teacher-facing Learning Goals

- Subtract within 1,000 using an understanding of the relationship between addition and subtraction.

Student-facing Learning Goals

- Encontremos la diferencia entre números.

Lesson Purpose

The purpose of this lesson is for students to subtract within 1,000 using strategies that demonstrate an understanding of the relationship between addition and subtraction, including counting on and counting back.

In previous units, students used counting on or counting back to subtract within 100. In this lesson, they analyze different methods, including counting on and counting back, to subtract within 1,000. They make connections between sums of 10 and sums of 100, for example $5 + 5 = 10$ and $50 + 50 = 100$. Students use the relationship between addition and subtraction as they find unknown values in subtraction and addition equations.

Access for:

♿ Students with Disabilities

- Engagement (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1

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

What strategies are students using to subtract? How can you help students see the connections between addition and subtraction as they consider ways to subtract within 1,000?

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

Número desconocido

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Student-facing Task Statement

Encuentra el número que hace que la ecuación sea verdadera.

Muestra cómo pensaste.

$$600 - \text{✹} = 360$$

Student Responses

240. Sample responses:

- $360 + 40 = 400$

  $400 + 200 = 600$

  $200 + 40 = 240$
- $600 - 300 = 300$

  $300 = 60 + 240$