Lesson 12: Descompongamos para restar

Standards Alignments

Addressing   2.NBT.A.1, 2.NBT.A.3, 2.NBT.B.7

Teacher-facing Learning Goals

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

Student-facing Learning Goals

- Restemos hasta 1,000.

Lesson Purpose

The purpose of this lesson is for students to decompose a ten in order to subtract within 1,000.

In previous units, students used methods based on place value to decompose a ten when subtracting within 100. In this lesson, students extend their understanding of decomposing tens to subtract by place within 1,000. In the first activity, students are invited to use whatever method makes sense to them to subtract one- and two-digit numbers from a three-digit number. In the following activity, they use base-ten blocks to subtract from a three-digit number and reason about when a ten is decomposed when subtracting by place.

Access for:

♿ Students with Disabilities

- Engagement (Activity 1)

Instructional Routines

MLR7 Compare and Connect (Activity 1), What Do You Know About _____? (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min

Teacher Reflection Question

In previous units, students decomposed a ten when subtracting two-digit numbers. How did you see students use this understanding as they subtracted from three-digit numbers in this

Activity 2	20 min	lesson?
Lesson Synthesis	10 min	
Cool-down	5 min	

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

Resta

Standards Alignments

Addressing   2.NBT.B.7

Student-facing Task Statement

Encuentra el valor de $652 - 24$. Muestra cómo pensaste.

Student Responses

628. Sample responses:

- Students draw a base-ten diagram that shows 652 as 6 hundreds, 5 tens, and 2 ones. Students show decomposing 1 ten to make 10 ones. Students cross out 2 tens and 4 ones.

- $652 - 20 = 632$

  $632 - 2 = 630$

  $630 - 2 = 628$