

# Lesson 7: Subtract Your Way

## Standards Alignments

Addressing 3.NBT.A.2

### Teacher-facing Learning Goals

- Subtract within 1,000 in a way that makes sense to them.

### Student-facing Learning Goals

- Let's subtract numbers within 1,000.

## Lesson Purpose

The purpose of this lesson is to activate the strategies students have for subtracting numbers within 1,000.

In grade 2, students subtracted numbers within 1,000 using various strategies based on place value and the associative and commutative properties of addition. They used base-ten blocks, base-ten diagrams, equations, and number lines to represent their reasoning.

In this lesson, they review a variety of strategies with an emphasis on subtracting hundreds and hundreds, tens and tens, and ones and ones. Students should have access to base-ten blocks.

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

#### English Learners

- MLR8 (Activity 2)

## Instructional Routines

MLR7 Compare and Connect (Activity 1), Number Talk (Warm-up)

## Materials to Gather

- Base-ten blocks: Activity 1
- Tools for creating a visual display: Activity 1

## Lesson Timeline

Warm-up

10 min

## Teacher Reflection Question

What strategies are students most comfortable using to subtract within 1,000? How will you leverage that student understanding in

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Activity 1	25 min	upcoming lessons on subtraction algorithms?
Activity 2	10 min	
Lesson Synthesis	10 min	
Cool-down	5 min	

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

 5 min

Subtract within 1,000

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### Student-facing Task Statement

Find the value of  $372 - 158$ . Explain or show your reasoning.

### Student Responses

214. Sample response: I made 372 with base-ten blocks. I had to trade a ten for some more ones. This gave me 12 ones and 6 tens. Then I subtracted the hundreds to get 200, the tens to get 10, and the ones to get 4. The blocks I had left showed 214.