3rd Grade
Tier 2 Intervention Lessons

Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Readiness for 3.NBT.2b: Subtract 3-digit numbers

Table of Contents

IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	Low
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	Strong
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	Strong
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	Moderate
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	Moderate
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	Low
8. Include motivational strategies in tier 2 and tier 3 interventions.	Low

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)
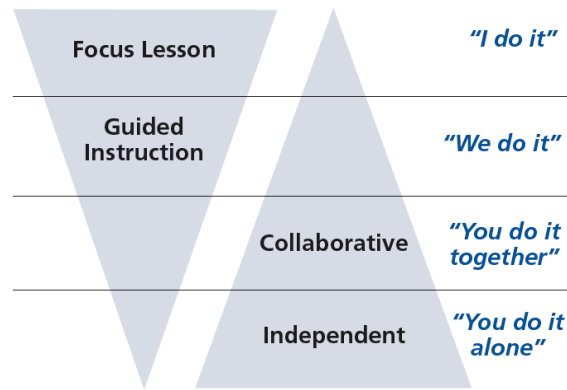
Gradual release of responsibility model

Figure 1

Planning Guide: Session 1

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

Recommended Actions	

Beginning
(15 min.)
	<u>Review</u> the readiness standard with the intervention group using the **Guided Review**
	
	   o Introduce the learning target and why it is important for future learning
	
	   o Read each question on the Guided Review and ask students to share what they remember from the previous school year.

Middle
(5 min.)
	➢ Ask students to <u>reflect</u> on their progress towards the learning target
	
	   o What did I remember about the learning target?
	
	   o What did I learn today about the learning target?
	
	   o How confident do I feel about doing the learning target on my own?

End *(10 min.)*	➢ <u>Assess</u> each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart

After	➢ Create sub-groups to differentiate the middle of sessions 2 through 8
	
	   o Group 1 – Include students who <u>did not</u> meet the learning goal
	
	   o Group 2 – Include students who met or exceeded the learning goal

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

1.

$$\begin{array}{r} 7\,5 \\ -\,3\,2 \\ \hline \end{array}$$

2.

$$64 - 18 = \underline{\qquad}$$

3.

$$\begin{array}{r} 9\,0 \\ -\,3\,6 \\ \hline \end{array}$$

3rd Grade Winter Guided Review

Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

1.

$$\begin{array}{r} 6\,8 \\ -\,2\,6 \\ \hline \end{array}$$

2.

$73 - 45 =$ _____

3.

$$
\begin{array}{r}
8\,0 \\
-\,2\,7 \\
\hline
\end{array}
$$

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

1.

$$\begin{array}{r} 7\,8 \\ -\,2\,5 \\ \hline \end{array}$$

2.

5 2 – 3 4 = _____

3.

$$
\begin{array}{r}
7\,0 \\
-\,1\,8 \\
\hline
\end{array}
$$

Session 1: Self-Reflection

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

➢ What did I remember about subtracting 2-digit numbers?

➢ What did I learn today about subtracting 2-digit numbers?

➢ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form A

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1.

$$
\begin{array}{r}
5\ 7 \\
-\ 1\ 2 \\
\hline
\end{array}
$$

2.

$70 - 38 = \underline{\hspace{1cm}}$

3.

$92 - 74 = \underline{\hspace{1cm}}$

4.

$$
\begin{array}{r}
6\ 7 \\
-\ 2\ 9 \\
\hline
\end{array}
$$
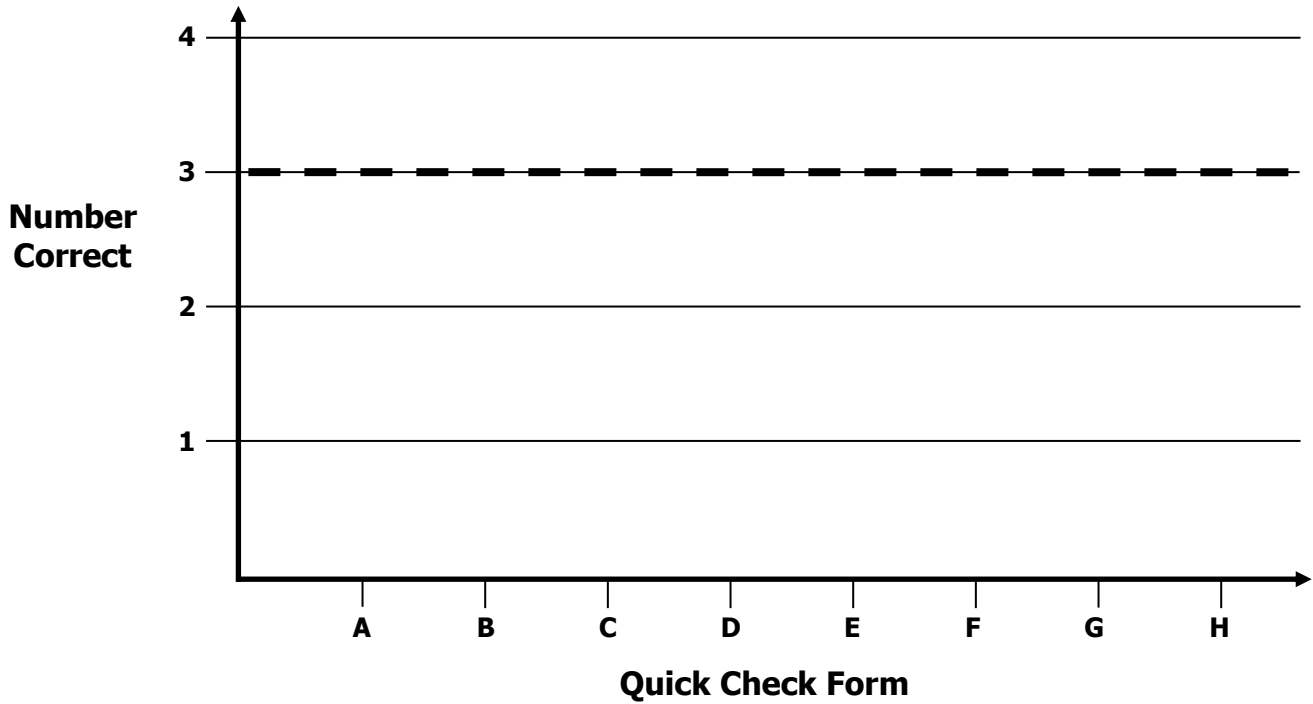
Growth Chart

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Goal: 3 out of 4 correct

Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Planning Guide: Sessions 2 Through 8
3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Readiness for subtracting 3-digit numbers

Recommended Actions	
Beginning (5 min.)	➢ Review the learning target with the whole group and ask each student to set a goal.
Middle (15 min.)	**Group 1:** Students who scored below the learning goal on the previous Quick Check. ➢ Model solving a word problem – "I do" ➢ Guided Practice – "We do" **Session 2:** Subtract 2-digit numbers using base-ten blocks and place-value cards. **Session 3:** Subtract 2-digit numbers using base-ten drawings showing ungrouped tens. **Session 4:** Subtract 2-digit numbers using place-value understanding.
	Group 2: *(Students who met the learning goal)* ➢ Independent practice – "You do alone" **Activity 1:** *"Build the Greater Difference"* *(Look for additional activities in 2nd grade core instruction resources.)*

End (10 min.)	➢ Bring the students back together.
	 ➢ Ask students to reflect on their progress towards the learning target
	     o What did I learn today about comparing numbers?
	     o How confident do you feel about comparing numbers on my own?
	       (Thumbs up, down, or sideways)
	 ➢ Assess each student's progress using the next **Quick Check** form
	 ➢ Guide students to self-correct their **Quick Check**
	 ➢ Guide students to chart their progress in their **Growth Chart**
	     o If not using Delta Math lessons, record the activity in the table
	 ➢ Collect each student's **Quick Check** and **Growth Chart**

After	➢ Regroup students to differentiate the middle of sessions 3 through 8
	     o Promote students who met the learning goal to group 2
	     o Exit students who met the learning goal for a third time
	 ➢ Problem solve with a team to plan additional support for students who did not exit

Learning Target: I will subtract 2-digit numbers

Readiness for subtracting 3-digit numbers

The principal of Delta Elementary brought 72 donuts for teacher appreciation day. At the end of the day, 59 donuts were eaten. How many donuts were not eaten?

Session 2: Modeling *(I Do – Visual Support)*

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

The principal of Delta Elementary brought 72 donuts for teacher appreciation day. At the end of the day, 59 donuts were eaten. How many donuts were not eaten?

Step 1 – Build the Total (72)	**Step 2** – Ungroup a Ten
Step 3 – Take-away the known part (59)	**Step 4** – Identify the Unknown Part (13)

Session 2: Modeling *(I Do - Teacher Notes)*

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

The principal of Delta Elementary brought 72 donuts for teacher appreciation day. At the end of the day, 59 donuts were eaten. How many donuts were not eaten?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about donuts brought for teacher appreciation day.

Second, I need to determine what I need to find.

I need to find the total number of donuts that were not eaten.

Third, I need to determine what I know.

I know that 72 donuts were brought and 59 donuts were eaten by the end of the day.

Fourth, I need to figure out what I can try.

I am going to try using base-ten blocks and place-value cards to find how many donuts were not eaten.

I will begin building the 72 donuts brought to school using 7 tens, 2 ones, and place-value cards. *(Build the number 72 with base-ten blocks and cards.)*

To model 59 donuts being eaten, I will make a subtraction problem using place-value cards and then take away 5 tens and 9 ones.
(Set the "– " sign, 50 and 9 place-value cards underneath the 70 and 2.)

I can't take away 9 ones yet since there are only 2 ones in the total.
(Point to the 2 ones.)

To get more ones, I need to ungroup 1 of the tens into 10 ones.
(Remove 1 ten and replace it with 10 ones.)

Now, I can take 9 ones away from the total…1, 2, 3, 4, 5, 6, 7, 8, 9. *(Take away a "one" with each count by sliding it down next to the "– 59" place-value cards.)* 3 3

And I will finish by taking 5 tens away from the total…1, 2, 3, 4, 5. *(Take away a "ten" with each count by sliding it down next to the "– 59" place-value cards.)*

1 ten and 3 ones is equal to 13. *(Slide the ten and 3 ones underneath the blocks that you took away and set the 10 and 3 cards next to them.)*

Last, I need to make sure that my answer makes sense.

I found that 13 donuts were not eaten. It makes sense because I built the total number of donuts with base-ten blocks. Then, I ungrouped a ten into 10 ones so that I could take away the 59 donuts that were eaten.

Place-Value Cards (1 → 100)

1	6	2	0	6	0
2	7	3	0	7	0
3	8	4	0	8	0
4	9	5	0	9	0
5	1	0	1	0	0

<	>	=	+	−	x	÷
Less Than	Greater Than	Equal to				

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 2: Guided Practice (We Do)

Materials:

- ➢ Base-Ten Blocks (10 tens and 20 ones)
- ➢ Place-value Cards (2 sets)

We Do Together: (Teacher Actions)

- ➢ Say the subtraction problem.
- ➢ Use base-ten blocks and place-value cards to subtract the 2-digit numbers.

1. 87 – 45	2. 40 – 12
3. 63 – 19	4. 75 – 68

You Do Together: (As a class, or in small groups)

- ➢ Students take turns leading and repeat the steps to subtract 2-digit numbers.

5. 93 – 28	6. 56 – 39
7. 60 – 25	8. 45 – 12
9. 74 – 68	10. 90 – 47

Session 2: Self-Reflection
3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

> ➤ What did I learn today about subtracting 2-digit numbers?

> ➤ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form B

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. $\begin{array}{r} 4\,6 \\ -\,1\,9 \\ \hline \end{array}$	**2.** $6\,3 - 2\,7 = \underline{\quad\quad}$
3. $8\,0 - 4\,7 = \underline{\quad\quad}$	**4.** $\begin{array}{r} 8\,5 \\ -\,6\,1 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

A hat store ordered 85 Tiger hats and sold 29 of them. How many Tiger hats were left to sell?

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

A hat store ordered 85 Tiger hats and sold 29 of them. How many Tiger hats were left to sell?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about a hat store selling Tiger hats.

Second, I need to determine what I need to find.

I need to find how many Tiger hats a store has left to sell.

Third, I need to determine what I know.

I know that a hat store ordered 85 Tiger hats and sold 29 of them.

Fourth, I need to figure out what I can try.

I am going to try using a base-ten drawing to help me find how many Tiger hats were left to sell.

I will begin writing and drawing the total number of Tiger hats ordered with 8 tens and 5 ones.
(Write "Tiger Hats", " Total", "85" and draw the 8 tens and 5 ones.)

To model 29 Tiger hats sold, I will make a subtraction problem. *(Write "Sold" and "– 29" and a subtraction line.)*

Each time I do something in the drawing, I will record it with numbers and symbols.

I can't take away 9 ones yet since there are only 5 ones in the total. *(Point to the 5 ones)*

To get more ones, I need to ungroup 1 of the tens into 10 ones.
(Draw a slanted line through 1 ten, an ungrouping arrow and 10 ones.)

Since 8 tens and 5 ones is equal to 7 tens and 15 ones, I need to record these values in the original problem.
(Draw a slash through the ten's digit, 8, and write a 7 above it. Then, draw a slash through the one's digit, 5, and write a 15 above it.)

Now, I can take 9 ones away from the total…1, 2, 3, 4, 5, 6, 7, 8, 9.
(Cross off a "one" with each count.)

And I will finish by taking 2 tens away from the total…1, 2.
(Cross off a "one" with each count.)

5 tens and 6 ones is equal to 56 Tiger hats left.
(Point to the 5 tens and 6 ones, then write 56 Tiger Hats Left in the answer.)

Tiger Hats

Total 8̷5̷ ⁷ ¹⁵

Sold − 2 9

5 6   Tiger Hats Left

Last, I need to make sure that my answer makes sense.

I found that 56 Tiger hats were left to sell. It makes sense because I built the total number of Tiger hats with a base-ten drawing. Then, I ungrouped a ten into 10 ones so that I could take away the 29 hats that were sold.

I would like you to notice the subtraction in the drawing that is represented with the numbers.

15 ones minus 9 ones is equal to 6 ones. *(Point to the 15, 9 and 6 digits.)*

And, 7 tens minus 2 tens is equal to 5 tens. *(Point to the 7, 2 and 5 digits.)*

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.

➢ Use a base-ten drawing to subtract the 2-digit numbers.

1.
 	
       8 4
     − 3 8
     ⎯⎯⎯

2.
 	
       4 3
     − 3 7
     ⎯⎯⎯

3.
 	
       6 0
     − 2 9
     ⎯⎯⎯

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 3: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➤ Students take turns leading to subtract the 2-digit numbers.

4.

$$
\begin{array}{r}
7\,4 \\
-\,4\,6 \\
\hline
\end{array}
$$

5.

$$
\begin{array}{r}
5\,0 \\
-\,1\,3 \\
\hline
\end{array}
$$

6.

$$
\begin{array}{r}
7\,8 \\
-\,4\,9 \\
\hline
\end{array}
$$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 3: Guided Practice *(We Do – Teacher Notes)*

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.

➢ Use a base-ten drawing to subtract the 2-digit numbers.

1.

$$\begin{array}{r} {\scriptstyle 7\ \ 14} \\ \cancel{8}\,\cancel{4} \\ -\ 3\ 8 \\ \hline 4\ 6 \end{array}$$

2.

$$\begin{array}{r} {\scriptstyle 3\ \ 13} \\ \cancel{4}\,\cancel{3} \\ -\ 3\ 7 \\ \hline 6 \end{array}$$

3.

$$\begin{array}{r} {\scriptstyle 5\ \ 10} \\ \cancel{6}\,\cancel{0} \\ -\ 2\ 9 \\ \hline 3\ 1 \end{array}$$

Session 3: Self-Reflection

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

> ➤ What did I learn today about subtracting 2-digit numbers?

> ➤ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form C

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. $\begin{array}{r} 9\ 0 \\ -\ 2\ 7 \\ \hline \end{array}$	**2.** $7\ 8 - 2\ 3 = \underline{\hspace{1cm}}$
3. $6\ 2 - 1\ 8 = \underline{\hspace{1cm}}$	**4.** $\begin{array}{r} 8\ 3 \\ -\ 5\ 7 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

Kari went to the candy store with 75 cents of her own money. She paid 58 cents of her own money for her favorite chocolates. How much money does Kari have left?

Session 4: Modeling *(I Do - Teacher Notes)*

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers   **Readiness** for subtracting 3-digit numbers

Kari went to the candy store with 75 cents of her own money. She paid 58 cents of her own money for her favorite candy. How much money does Kari have left?

First, it is important to know what the problem is about.

This problem is about Kari purchasing her favorite candy with her own money.

Second, I need to determine what I need to find.

I need to find how much money she has left.

Third, I need to determine what I know.

I know that Kari started with 75 cents and paid 58 cents for her favorite candy.

Fourth, I need to figure out what I can try.

This time, I am going to try using my understanding of place value to help me find how much money Kari has left.

I will begin by writing what I know… Kari started with 75 cents of her own money and spent 58 cents.
(Write and label "Kari's Money", "Total", "Spent", "75" and *"58".)*

To model her spending 58 cents, I will make a subtraction problem. (Write *the "−" sign and a subtraction line.)*

I can't subtract 8 ones since there are currently only 5 ones. *(Point to the one's digits 8 and 5.)*

To get more ones, I need to ungroup 1 of the tens into 10 ones. *(Point to the 7 tens.)*

7 tens become 6 tens. *(Draw a slanted line through the 7 and write a 6 above.)*

And, 5 ones become 15 ones. *(Draw a slanted line through the 5 and write a 15 above.)*

**Since 6 tens and 15 ones is equal to 7 tens and 5 ones,
I can subtract the 5 tens and 8 ones to the answer.**

15 ones minus 8 ones is equal to 7 ones.
(Point to the 15 and 8, then, write 7 as the one's digit for the answer.)

And, 6 tens minus 5 tens *(.)* **is equal to 1 ten.**
(Point to the 6 and 5, then write 1 as the ten's digit for the answer.)

Kari's Money

	$\overset{6}{\not7}\,\overset{15}{\not5}$
Total	
Spent	− 5 8
	1 7 Cents Left

(Note: If students need additional support with subtraction within 20, remind them of the "think add to subtract" strategy…8 + ___ = 15…2 more is 10 and 5 more is 15…2 and 5 is 7...the 2 and 5 could also be written with two number bonds under the digit 7.)

1 ten and 7 ones is equal to 17 cents left. *(Point to the 1 ten and 7 ones and write "Cents Left".)*

Last, I need to make sure that my answer makes sense.

I found that Kari had 17 cents left. It makes sense because I recorded her actions as a subtraction problem. Then, I ungrouped a ten into 10 ones to help me subtract the amount that she spent.

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.

➢ Use place-value understanding to subtract the 2-digit numbers.

1. $\begin{array}{r} 5\ 7 \\ -\ 3\ 9 \\ \hline \end{array}$	**2.** $\begin{array}{r} 8\ 2 \\ -\ 2\ 5 \\ \hline \end{array}$
3. $\begin{array}{r} 3\ 0 \\ -\ 1\ 6 \\ \hline \end{array}$	**4.** $\begin{array}{r} 6\ 5 \\ -\ 2\ 8 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to subtract 2-digit numbers.

5. $\begin{array}{r} 75 \\ -\ 39 \\ \hline \end{array}$	**6.** $\begin{array}{r} 28 \\ -\ 15 \\ \hline \end{array}$
7. $\begin{array}{r} 60 \\ -\ 27 \\ \hline \end{array}$	**8.** $\begin{array}{r} 56 \\ -\ 35 \\ \hline \end{array}$
9. $\begin{array}{r} 92 \\ -\ 19 \\ \hline \end{array}$	**10.** $\begin{array}{r} 80 \\ -\ 42 \\ \hline \end{array}$

Session 4: Self-Reflection

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

➢ What did I learn today about subtracting 2-digit numbers?

➢ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form D

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. $\begin{array}{r} 75 \\ -57 \\ \hline \end{array}$	**2.** $43 - 19 = \underline{\hspace{1cm}}$
3. $57 - 42 = \underline{\hspace{1cm}}$	**4.** $\begin{array}{r} 80 \\ -52 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers　　　　3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 5: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

- ➢ Say the subtraction problem.
- ➢ Use a base-ten drawing to subtract the 2-digit numbers.

1.

$$
\begin{array}{r}
7\,5 \\
-\,3\,7 \\
\hline
\end{array}
$$

2.

$$
\begin{array}{r}
5\,2 \\
-\,2\,8 \\
\hline
\end{array}
$$

3.

$$
\begin{array}{r}
7\,0 \\
-\,2\,6 \\
\hline
\end{array}
$$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 5: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➤ Students take turns leading to subtract the 2-digit numbers.

4.

$$\begin{array}{r} 8\ 3 \\ -\ 3\ 5 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 6\ 0 \\ -\ 1\ 7 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 6\ 8 \\ -\ 3\ 9 \\ \hline \end{array}$$

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

➢ What did I learn today about subtracting 2-digit numbers?

➢ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1.

$$\begin{array}{r} 5\,7 \\ -\,1\,2 \\ \hline \end{array}$$

2.

$$7\,0 - 3\,8 = \underline{\quad\quad}$$

3.

$$9\,2 - 7\,4 = \underline{\quad\quad}$$

4.

$$\begin{array}{r} 6\,7 \\ -\,2\,9 \\ \hline \end{array}$$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➤ Say the subtraction problem.

➤ Use a base-ten drawing to subtract the 2-digit numbers.

1.

$$
\begin{array}{r}
8\ 3 \\
-\ 2\ 9 \\
\hline
\end{array}
$$

2.

$$
\begin{array}{r}
4\ 5 \\
-\ 2\ 7 \\
\hline
\end{array}
$$

3.

$$
\begin{array}{r}
8\ 0 \\
-\ 1\ 8 \\
\hline
\end{array}
$$

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

  ➢ Students take turns leading to subtract the 2-digit numbers.

4.

$$\begin{array}{r} 6\ 3 \\ -\ 4\ 6 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 8\ 0 \\ -\ 1\ 4 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 7\ 4 \\ -\ 3\ 8 \\ \hline \end{array}$$

Session 6: Self-Reflection
3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

➢ What did I learn today about subtracting 2-digit numbers?

➢ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form F

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. $\begin{array}{r} 4\ 6 \\ -\ 1\ 9 \\ \hline \end{array}$	**2.** $6\ 3 - 2\ 7 = \underline{\qquad}$
3. $8\ 0 - 4\ 7 = \underline{\qquad}$	**4.** $\begin{array}{r} 8\ 5 \\ -\ 6\ 1 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.

➢ Use place-value understanding to subtract the 2-digit numbers.

1. $\begin{array}{r} 65 \\ -\ 28 \\ \hline \end{array}$	**2.** $\begin{array}{r} 73 \\ -\ 36 \\ \hline \end{array}$
3. $\begin{array}{r} 40 \\ -\ 17 \\ \hline \end{array}$	**4.** $\begin{array}{r} 84 \\ -\ 39 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to subtract 2-digit numbers.

5. $\begin{array}{r} 7\,4 \\ -\ 2\,9 \\ \hline \end{array}$	**6.** $\begin{array}{r} 3\,7 \\ -\ 1\,6 \\ \hline \end{array}$
7. $\begin{array}{r} 7\,0 \\ -\ 3\,7 \\ \hline \end{array}$	**8.** $\begin{array}{r} 6\,7 \\ -\ 2\,8 \\ \hline \end{array}$
9. $\begin{array}{r} 9\,1 \\ -\ 2\,9 \\ \hline \end{array}$	**10.** $\begin{array}{r} 6\,0 \\ -\ 4\,2 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

➢ What did I learn today about subtracting 2-digit numbers?

➢ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1.

$$\begin{array}{r} 9\,0 \\ -\,2\,7 \\ \hline \end{array}$$

2.

$$7\,8 - 2\,3 = \underline{\qquad}$$

3.

$$6\,2 - 1\,8 = \underline{\qquad}$$

4.

$$\begin{array}{r} 8\,3 \\ -\,5\,7 \\ \hline \end{array}$$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem.

➢ Use place-value understanding to subtract the 2-digit numbers.

1. $\begin{array}{r} 76 \\ -\ 38 \\ \hline \end{array}$	2. $\begin{array}{r} 91 \\ -\ 26 \\ \hline \end{array}$
3. $\begin{array}{r} 50 \\ -\ 14 \\ \hline \end{array}$	4. $\begin{array}{r} 85 \\ -\ 27 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers   3rd Grade - Readiness Standard 7 - 2.NBT.5b

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to subtract 2-digit numbers.

5. $\begin{array}{r} 8\,6 \\ -\ 3\,8 \\ \hline \end{array}$	**6.** $\begin{array}{r} 4\,5 \\ -\ 1\,7 \\ \hline \end{array}$
7. $\begin{array}{r} 7\,0 \\ -\ 2\,4 \\ \hline \end{array}$	**8.** $\begin{array}{r} 5\,4 \\ -\ 2\,5 \\ \hline \end{array}$
9. $\begin{array}{r} 8\,3 \\ -\ 2\,9 \\ \hline \end{array}$	**10.** $\begin{array}{r} 9\,0 \\ -\ 3\,2 \\ \hline \end{array}$

Learning Target: I will subtract 2-digit numbers

Briefly discuss student responses

> ➢ What did I learn today about subtracting 2-digit numbers?

> ➢ How confident do I feel about subtracting 2-digit numbers on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form H

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Name_____ Date_____

Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. $\begin{array}{r} 75 \\ -57 \\ \hline \end{array}$	**2.** $43 - 19 = $ ____
3. $57 - 42 = $ ____	**4.** $\begin{array}{r} 80 \\ -52 \\ \hline \end{array}$

Independent Practice

3rd Grade - Readiness Standard 7 - 2.NBT.5b

Learning Target: I will subtract 2-digit numbers

Title of Game: Build the Greater Difference

Number of Players: 2

Objective: To build two numbers with the greatest difference.

Materials: 1 set of digit-cards per player (numbers 0-9) <u>and</u> 1 recording sheet per player.

Directions:

➢ Shuffle the digit cards and spread them out on the table face down.

➢ Each player chooses 4 digit cards and placing them on the game mat.

➢ After both 2-digit number subtraction problems have been created, each player writes their problem on their recording sheet and finds their difference.

➢ Each player says their problem and if they had to ungroup to subtract.

"My subtraction problem is _____ − _____."
and
"I had to ungroup a ten to make 10 ones."
or
"I did not have to ungroup a ten to make 10 ones."

➢ The player with the greatest difference circles the problem on their recording sheet.

➢ Collect the digit-cards, shuffle and repeat the steps to build another difference.

➢ The winner of the game is the player with the most problems circled.

Player 1

Player 2

Learning Target: I will subtract 2-digit numbers

Independent Practice: Build the Greater Difference
(Recording Sheet)

Round 1 □ □ − □ □	**Round 2** □ □ − □ □
Round 3 □ □ − □ □	**Round 4** □ □ − □ □
Round 5 □ □ − □ □	**Round 6** □ □ − □ □

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

Questions for Solving Word Problems

Q₁
What is the problem about?
Q₂
What do I need to find?
Q₃
What do I know?
Q₄
What can I try?
Q₅
Does my answer make sense?

Steps for Solving Word Problems

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?