



Tier 3

Intervention Lessons

3.NBT.2b

Learning Target: I will subtract 3-digit numbers

Readiness for 4.NBT.6: Dividing a four-digit number by a one-digit number

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Tier 3 Intervention Planning Guide

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

Recommended Actions	
<p>Beginning (5 min.)</p>	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group ➤ Ask each student to set a goal for the day based on their previous Quick Check Score ➤ Have each student use a highlighter to plot their goal for the day
<p>Middle (15 min.)</p>	<ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>) ➤ Guided Practice – “We do” <p>Sessions 1 and 2: Subtract 3-digit numbers using base-ten blocks and place-value cards Sessions 3, 4 and 5: Subtract 3-digit numbers using base-ten drawings showing ungrouped tens Sessions 6, 7 and 8: Subtract 3-digit numbers using place-value understanding</p>
<p>End (10 min.)</p>	<ul style="list-style-type: none"> ➤ Bring the students back together ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about subtracting 3-digit numbers? ○ How confident do you feel about subtracting 3-digit 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 <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student’s Quick Check and Growth Chart
<p>After Session 6</p>	<ul style="list-style-type: none"> ➤ Differentiation Options: <ul style="list-style-type: none"> ○ Allow students who met the learning goal to work independently while others do the guided practice during the next session ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions



Session 1: Modeling (I Do)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

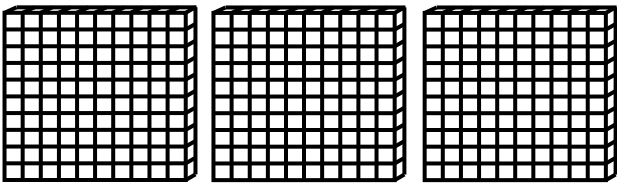
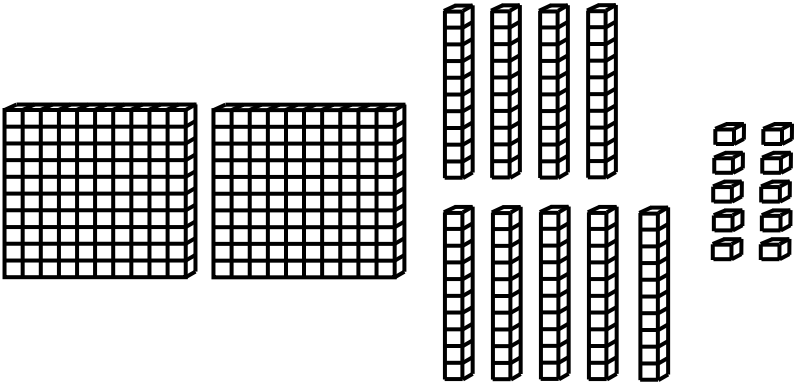
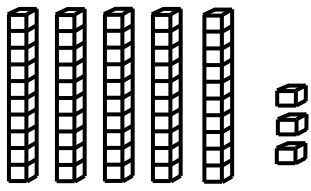
A food truck bought 300 hotdogs to prepare for a busy Saturday. At the end of the day, they plan to donate the hotdogs they don't sell to a local food shelter. If they sell 247 hotdogs during the day, how many hot dogs could they donate to the local food shelter?

Session 1: Modeling (I Do – Visual Support)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

A food truck bought 300 hotdogs to prepare for a busy Saturday. At the end of the day, they plan to donate the hotdogs they don't sell to a local food shelter. If they sell 247 hotdogs during the day, how many hot dogs could they donate to the local food shelter?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Build the Total</p>	 <div style="float: right; text-align: right;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 40px; height: 40px;">3</td> <td style="width: 40px; height: 40px;">0</td> <td style="width: 40px; height: 40px;">0</td> </tr> </table> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px; text-align: center;">-</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center;">2</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center;">4</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center;">7</td> </tr> </table> </div>	3	0	0	-	2	4	7
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-	2	4	7					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ungroup</p>	 <div style="float: right; text-align: right;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 40px; height: 40px;">3</td> <td style="width: 40px; height: 40px;">0</td> <td style="width: 40px; height: 40px;">0</td> </tr> </table> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px; text-align: center;">-</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center;">2</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center;">4</td> <td style="border: 1px solid black; width: 40px; height: 40px; text-align: center;">7</td> </tr> </table> </div>	3	0	0	-	2	4	7
3	0	0						
-	2	4	7					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subtract</p>	 <div style="float: right; text-align: right;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 40px; height: 40px;">5</td> <td style="width: 40px; height: 40px;">3</td> </tr> </table> </div>	5	3					
5	3							



Session 1: Modeling (*I Do - Teacher Notes*)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

A food truck bought 300 hotdogs to prepare for a busy Saturday. At the end of the day, they plan to donate the hotdogs they don't sell to a local food shelter. If they sell 247 hotdogs during the day, how many hot dogs could they donate to the local food shelter?

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 food truck selling and donating hotdogs.

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

I need to find the total number of hotdogs that could be donated to the local food shelter.

Third, I need to determine what I know.

I know that the food truck started with 300 hotdogs and sold 247 during 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 hotdogs could be donated.

I will begin building the 300 hotdogs using 3 hundreds blocks, and place-value cards. (*Build the number 300 with base-ten blocks and card.*)

To model 247 hotdogs being sold, I will make a subtraction problem using place-value cards and then take away 2 hundreds, 4 tens and 7 ones. (Set the “-” sign, 200, 40 and 7 place-value cards underneath the 300.)

I can't take away 4 tens or 7 ones yet since there are only 3 hundreds available. (*Point to the 3 hundreds.*)

To get enough tens and ones without changing the value of the drawing, I will ungroup 1 of the hundreds into 10 tens and ungroup 1 of the tens into 10 ones. (*Remove 1 hundred and replace it with 10 tens and remove 1 ten and replace it with 10 ones.*)

Please notice that the total value of the blocks is still equal to 300.

Now, I can subtract 2 hundreds, 4 tens and 7 ones in any order. (*Take away 2 hundreds, 4 tens and 7 ones*)

The blocks that are left represent the hotdogs that were not sold...there were 53 hotdogs not sold. (*Place the “50 and 3” place-value cards as the answer.*)

Session 2: Modeling (*I Do - Visual Support*)
4th Grade - Readiness Standard - 1.NBT.2a

Learning Target: I will subtract 3-digit numbers **Readiness** for dividing a four-digit by a one-digit number

A food truck bought 300 hotdogs to prepare for a busy Saturday. At the end of the day, they plan to donate the hotdogs they don't sell to a local food shelter. If they sell 247 hotdogs during the day, how many hot dogs could they donate to the local food shelter?

Build the Total		$\begin{array}{ c c c } \hline 3 & 0 & 0 \\ \hline \end{array}$
Subtract		$\begin{array}{ c c c } \hline 3 & 0 & 0 \\ \hline \end{array}$ $\begin{array}{ c c c } \hline - & 2 & 4 & 7 \\ \hline \end{array}$
		$\begin{array}{ c c } \hline 5 & 3 \\ \hline \end{array}$

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

I found that 53 hotdogs could be donated. It makes sense because I built the total number of hotdogs with base-ten blocks. Then, I ungrouped a hundred into 10 tens and a ten into 10 ones so that I could subtract 247 from 300.

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				

Place-Value Cards (200 → 900)

2 0 0

3 0 0

4 0 0

5 0 0

6 0 0

7 0 0

8 0 0

9 0 0



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 1: Guided Practice (We Do)

Materials:

- Base-Ten Blocks (5 hundreds, 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 3-digit numbers.

1. $327 - 145$	2. $510 - 472$
3. $203 - 157$	4. $400 - 248$

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

- Students take turns leading and repeat the steps to subtract 3-digit numbers.

5. $493 - 248$	6. $250 - 193$
7. $300 - 217$	8. $452 - 392$
9. $514 - 168$	10. $209 - 147$



Session 1: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form A

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 526 \\ -185 \\ \hline \end{array}$$

2.

$$700 - 385 = \underline{\quad}$$

3.

$$603 - 149 = \underline{\quad}$$

4.

$$\begin{array}{r} 425 \\ -179 \\ \hline \end{array}$$

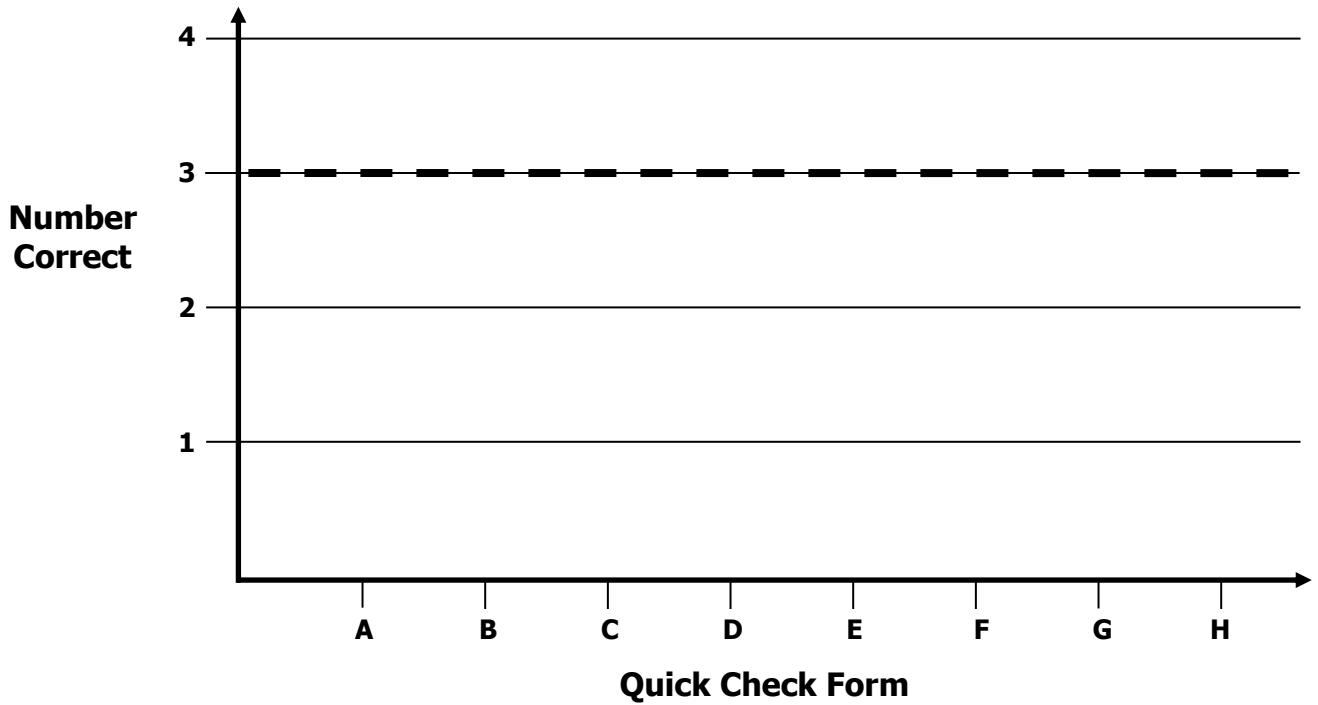


Growth Chart

Name _____ Date _____

Learning Target: I will subtract three-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:		



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 2: Guided Practice (We Do)

Materials:

- Base-Ten Blocks (5 hundreds, 10 tens and 20 ones)
- Place-value Cards (2 sets – See Session 1)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use base-ten blocks and place-value cards to subtract the 3-digit numbers.

1. $427 - 154$	2. $510 - 376$
3. $204 - 136$	4. $300 - 284$

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

- Students take turns leading and repeat the steps to subtract 3-digit numbers.

5. $493 - 239$	6. $350 - 192$
7. $400 - 238$	8. $352 - 175$
9. $541 - 298$	10. $309 - 246$



Session 2: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form B

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 600 \\ -273 \\ \hline \end{array}$$

2.

$$495 - 277 = \underline{\quad}$$

3.

$$536 - 258 = \underline{\quad}$$

4.

$$\begin{array}{r} 806 \\ -329 \\ \hline \end{array}$$



Session 3: Modeling (I Do)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

A discount store ordered 200 Cubs T-shirts and sold 129 of them. How many Cubs T-shirts were left to sell?



Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

A discount store ordered 200 Cubs T-shirts and sold 129 of them. How many Cubs T-shirts 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 discount store selling Cubs T-shirts.

Second, I need to determine what I need to find...I need to find how many Cubs T-shirts the store has left to sell.

Third, I need to determine what I know...I know that the discount store ordered 200 Cubs T-shirts and sold 129 of them.

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

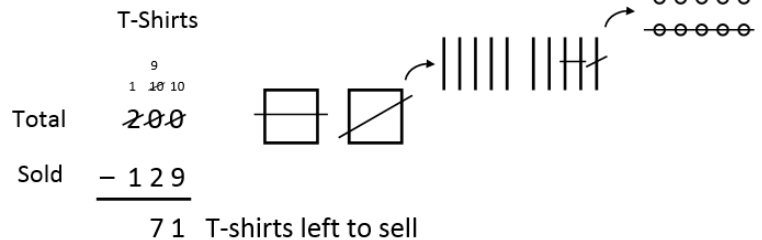
I am going to try using a base-ten drawing to help me find how many Cubs T-shirts were left to sell.

I will begin writing and drawing the total number of T-shirts ordered...the number 200 can be drawn using 2 squares...each square represents one hundred. (Write "Cubs T-shirts", "Total", "200" and draw the 2 "hundred squares".)

To model 129 T-shirts sold, I will write the subtraction problem and then take away 1 hundred, 2 tens and 9 ones. (Write "Sold", "- 129" and a subtraction line.)

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

I can't take away 2 tens or 9 ones yet since there are only hundreds represented in my drawing. (Point to the drawing)



To get some tens without changing the value of 200, I will ungroup 1 of the hundreds into 10 tens.

(Draw a slanted line through 1 hundred, an ungrouping arrow and 10 tens.)

To record the ungrouping of this hundred, I will cross out the 2 in the hundreds place and write a 1 above it to represent this new hundred in the drawing. I need to cross out the 0 in the tens place and write a 10 above it to represent the 10 tens in the drawing. (Cross out the digit 2 in the hundreds place and write a 1 above it. Then, cross out the digit 0 in the tens place and write a 10 above it.)

Now, to get some ones without changing the value of 200, I will ungroup 1 of the tens into 10 ones. (Draw a slanted line through 1 ten, an ungrouping arrow and 10 ones.)

I will record the ungrouping of a ten by crossing out the 10 in the tens place and writing a 9 above it to represent the 9 tens in the drawing. I also have to cross out the 0 in the ones place and write a 10 above it to represent the 10 ones in the drawing. (Cross out the 10 in the tens place and write a 9 above it. Then, cross out the 0 in the ones place and write a 10 above it)

Now that we ungrouped all place values necessary to give us enough tens and ones to subtract from, I will proceed to subtract 9 ones 2 tens and 1 hundred from the drawing. (Draw a horizontal line through 9 of the ones, 2 of the tens and the 1 hundred.)

There are 7 tens and 1 one left in the drawing that is equal to 71 Cubs T-shirts were left to sell. (Point to the 7 tens and 1 one, then write "71 Cubs T-shirts left to sell" in the answer.)



Session 3: Modeling (I Do - Teacher Notes Cont.)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

T-Shirts

Total	$\overset{9}{\cancel{2}00}$
Sold	$\underline{- 129}$
	71 T-shirts left to sell

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

I found that 71 Cubs T-shirts were left to sell. It makes sense because I built the total number of Cubs T-shirts with a base-ten drawing. Then, I ungrouped a hundred into 10 tens and 1 ten into 10 ones so that I could take away the 129 T-shirts that were sold one place-value at a time...1 hundred, 2 tens and 9 ones.



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use a base-ten drawing to subtract the 3-digit numbers.

1.

$$\begin{array}{r} 384 \\ -137 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 400 \\ -176 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 605 \\ -297 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to subtract 3-digit numbers.

4.

$$\begin{array}{r} 500 \\ - 146 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 350 \\ - 273 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 478 \\ - 349 \\ \hline \end{array}$$

Learning Target: I will subtract 3-digit numbers

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 3-digit numbers.

1.	$\begin{array}{r} 7 14 \\ 3 \cancel{8} \cancel{4} \\ - 137 \\ \hline 247 \end{array}$		
2.	$\begin{array}{r} 9 \\ 3 \cancel{1} \cancel{0} \cancel{0} \\ - 176 \\ \hline 224 \end{array}$		
3.	$\begin{array}{r} 9 \\ 5 \cancel{1} \cancel{0} \cancel{5} \\ - 297 \\ \hline 308 \end{array}$		



Session 3: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? *(Thumbs up, down, or sideways)*



Quick Check - Form C

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 647 \\ -489 \\ \hline \end{array}$$

2.

$$504 - 178 = \underline{\quad}$$

3.

$$800 - 429 = \underline{\quad}$$

4.

$$\begin{array}{r} 735 \\ -480 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use a base-ten drawing to subtract the 3-digit numbers.

1.

$$\begin{array}{r} 475 \\ - 128 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 500 \\ - 247 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 703 \\ - 385 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to subtract 3-digit numbers.

4.

$$\begin{array}{r} 600 \\ - 231 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 430 \\ - 264 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 567 \\ - 483 \\ \hline \end{array}$$



Session 4: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form D

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 628 \\ -345 \\ \hline \end{array}$$

2.

$$500 - 386 = \underline{\quad}$$

3.

$$803 - 529 = \underline{\quad}$$

4.

$$\begin{array}{r} 453 \\ -185 \\ \hline \end{array}$$



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction problem.
- Use a base-ten drawing to subtract the 3-digit numbers.

1.

$$\begin{array}{r} 348 \\ -173 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 600 \\ -167 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 650 \\ -279 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to subtract 3-digit numbers.

4.

$$\begin{array}{r} 400 \\ - 164 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 305 \\ - 237 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 487 \\ - 394 \\ \hline \end{array}$$



Session 5: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?
- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form E

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 526 \\ -185 \\ \hline \end{array}$$

2.

$$700 - 385 = \underline{\quad}$$

3.

$$603 - 149 = \underline{\quad}$$

4.

$$\begin{array}{r} 425 \\ -179 \\ \hline \end{array}$$



Session 6: Modeling (I Do)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

Mary was required to read 500 pages during her summer reading challenge. By July 4, she had read 325 pages. How many pages did Mary need to read after July 4 to meet the requirements?



Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

Mary was required to read 500 pages during her summer reading challenge. By July 4, she had read 325 pages. How many pages did Mary need to read after July 4 to meet the requirements?

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...this problem is about Mary reading over the summer.

Second, I need to determine what I need to find...I need to find how many pages Mary needs to read after July 4.

Third, I need to determine what I know...I know that Mary needs to read 500 pages total and 325 pages by July 4.

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

This time, I am going to try using my understanding of place value.

I will begin by writing what I know... Mary needed to read 500 pages and read 325 before July 4.

(Write and label "Pages Read", "Total", "Before July 4", "500" and "325".)

To find the number of pages she still needs to read,

I will use a subtraction problem.

(Write the "-" sign and a subtraction line.)

Total	Pages
	$\begin{array}{r} 9 \\ 4 \cancel{10} \cancel{10} \\ - 325 \\ \hline 175 \end{array}$

In the total, 500, I have enough hundreds to subtract the 3 hundreds in 325.

Read by July 4

325

(Point to the hundreds digits, 5 and 3.)

175 Pages left to read

But, I don't see enough enough tens to subtract the 2 tens in 325 or enough ones to subtract the 5 ones in 325.

(Point to the 0 in the Tens digit and 0 in the ones digit.)

To get more tens, I will ungroup 1 of the hundreds into 10 tens. (Point to the 5 in the hundreds place.)

When I ungroup a hundred, I now have 4 hundreds and 10 tens. (Draw a slanted line through the 5 in the hundreds place and write a 4 above.)

And, now instead of 0 tens, we have 10 tens. (Draw a line through the 0 in the tens place and write 10 above.)

To get more ones, I will ungroup 1 of the new 10 tens into 10 ones. (Point to the 10 in the tens place.)

When I ungroup a ten, I now have 9 tens and 10 new ones. (Draw a slanted line through the 10 in the tens place and write a 9 above. Then, draw a slanted line through the 0 in the ones place and write a 10 above.)

Now, I can subtract the 3 hundreds, 2 tens and 5 ones from this equivalent form to find the answer.

10 ones minus 5 ones is equal to 5 ones.

(Point to the digits 10 and 5, then, write 5 for the ones digit for the answer.)

9 tens minus 2 tens is equal to 7 tens.

(Point to the 9 and 2, then write 7 for the tens digit for the answer.)

4 hundreds minus 3 hundreds is equal to 1 hundred.

(Point to the digits 4 and 3, then, write 1 for the hundreds digit for the answer.)

1 hundred, 7 tens and 5 ones is equal to the 175 pages left to read. (Point 175 and write "Pages left to read".)



Session 6: Modeling (I Do - Teacher Notes Cont.)

Learning Target: I will subtract 3-digit numbers

Readiness for dividing a four-digit by a one-digit number

Pages

Total	$\begin{array}{r} 4 \\ \cancel{3} \\ \cancel{0} \\ \cancel{0} \end{array}$
Read by July 4	$\begin{array}{r} 4 \\ \\ \underline{- 325} \\ 175 \end{array}$

175 Pages left to read

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

I found that Mary had 175 pages left to read. It makes sense because I recorded her actions as a subtraction problem. Then, I ungrouped a hundred into 10 tens and a ten into 10 ones to help me subtract the amount that she read before July 4.



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to subtract the 3-digit numbers.

1.

$$\begin{array}{r} 457 \\ - 139 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 817 \\ - 253 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 300 \\ - 164 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 652 \\ - 285 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to subtract the 3-digit numbers.

5. $\begin{array}{r} 713 \\ - 386 \\ \hline \end{array}$	6. $\begin{array}{r} 280 \\ - 156 \\ \hline \end{array}$
7. $\begin{array}{r} 600 \\ - 278 \\ \hline \end{array}$	8. $\begin{array}{r} 526 \\ - 385 \\ \hline \end{array}$
9. $\begin{array}{r} 925 \\ - 198 \\ \hline \end{array}$	10. $\begin{array}{r} 807 \\ - 429 \\ \hline \end{array}$



Session 6: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form F

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 600 \\ -273 \\ \hline \end{array}$$

2.

$$495 - 277 = \underline{\quad}$$

3.

$$536 - 258 = \underline{\quad}$$

4.

$$\begin{array}{r} 806 \\ -329 \\ \hline \end{array}$$



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to subtract the 3-digit numbers.

1.

$$\begin{array}{r} 546 \\ - 129 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 718 \\ - 253 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 400 \\ - 146 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 625 \\ - 258 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to subtract the 3-digit numbers.

5.

$$\begin{array}{r} 731 \\ - 368 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 208 \\ - 165 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 500 \\ - 287 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 562 \\ - 358 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 952 \\ - 189 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 870 \\ - 492 \\ \hline \end{array}$$



Session 7: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form G

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 647 \\ -489 \\ \hline \end{array}$$

2.

$$504 - 178 = \underline{\quad}$$

3.

$$800 - 429 = \underline{\quad}$$

4.

$$\begin{array}{r} 735 \\ -480 \\ \hline \end{array}$$



Name _____

Date _____

Learning Target: I will subtract 3-digit numbers

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the problem and use place-value understanding to subtract the 3-digit numbers.

1.

$$\begin{array}{r} 475 \\ - 193 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 871 \\ - 235 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 600 \\ - 157 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 725 \\ - 358 \\ \hline \end{array}$$



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to subtract the 3-digit numbers.

5.

$$\begin{array}{r} 623 \\ - 397 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 390 \\ - 258 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 800 \\ - 249 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 453 \\ - 357 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 836 \\ - 168 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 604 \\ - 346 \\ \hline \end{array}$$



Session 8: Self-Reflection

Learning Target: I will subtract 3-digit numbers

Briefly discuss student responses

- What did I learn today about subtracting 3-digit numbers?

- How confident do I feel about subtracting 3-digit numbers on my own? (*Thumbs up, down, or sideways*)



Quick Check - Form H

Name _____ Date _____

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.

$$\begin{array}{r} 628 \\ -345 \\ \hline \end{array}$$

2.

$$500 - 386 = \underline{\quad}$$

3.

$$803 - 529 = \underline{\quad}$$

4.

$$\begin{array}{r} 453 \\ -185 \\ \hline \end{array}$$



Independent Practice

Learning Target: I will subtract 3-digit numbers

Title of Game: Build the Greater Difference

Number of Players: 2

Objective: To build the greatest difference.

Materials: 1 set of 3-digit number cards per group and 1 recording sheet per player.

Directions:

- Shuffle the 3-digit number cards and place them face down in a pile on the table.
- Players take turns: Choose three 3-digit number cards, place 2 of them on the game mat below to create a subtraction problem and discard the card not used.
- After both 3-digit numbers subtraction problems have been built, each player writes their problem on the recording sheet and finds their difference.
- Each player shares their problem and the difference.
“My subtraction problem is ____ - ____.”
“My difference is ____.”
- The player with the greatest difference circles the problem on their recording sheet.
- Collect the 3-digit-cards and repeat the steps to build another “greatest” difference.
- The winner of the game is the player with the most problems circled.

Player 1

Player 2

—

—



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers

Independent Practice: Build the Greater Difference (Recording Sheet)

<p>Round 1</p> $\begin{array}{r} - \\ \hline \end{array}$	<p>Round 2</p> $\begin{array}{r} - \\ \hline \end{array}$
<p>Round 3</p> $\begin{array}{r} - \\ \hline \end{array}$	<p>Round 4</p> $\begin{array}{r} - \\ \hline \end{array}$
<p>Round 5</p> $\begin{array}{r} - \\ \hline \end{array}$	<p>Round 6</p> $\begin{array}{r} - \\ \hline \end{array}$

3-Digit Number Cards (Set A)

1 9 2 Set A	2 8 4 Set A	3 7 6 Set A
4 6 8 Set A	5 5 1 Set A	6 4 3 Set A
7 3 5 Set A	8 2 7 Set A	9 1 9 Set A
1 5 8 Set A	2 7 6 Set A	3 9 4 Set A
4 1 2 Set A	5 3 7 Set A	6 8 5 Set A
7 2 3 Set A	8 4 9 Set A	9 6 1 Set A

3-Digit Number Cards (Set B)

1 9 7 Set B	2 8 9 Set B	3 7 2 Set B
4 6 3 Set B	5 5 8 Set B	6 4 7 Set B
7 3 1 Set B	8 2 4 Set B	9 1 2 Set B
1 5 2 Set B	2 7 4 Set B	3 9 8 Set B
4 1 7 Set B	5 3 4 Set B	6 8 7 Set B
7 2 6 Set B	8 4 2 Set B	9 6 8 Set B



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?*