



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. $209 - 147$



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.

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

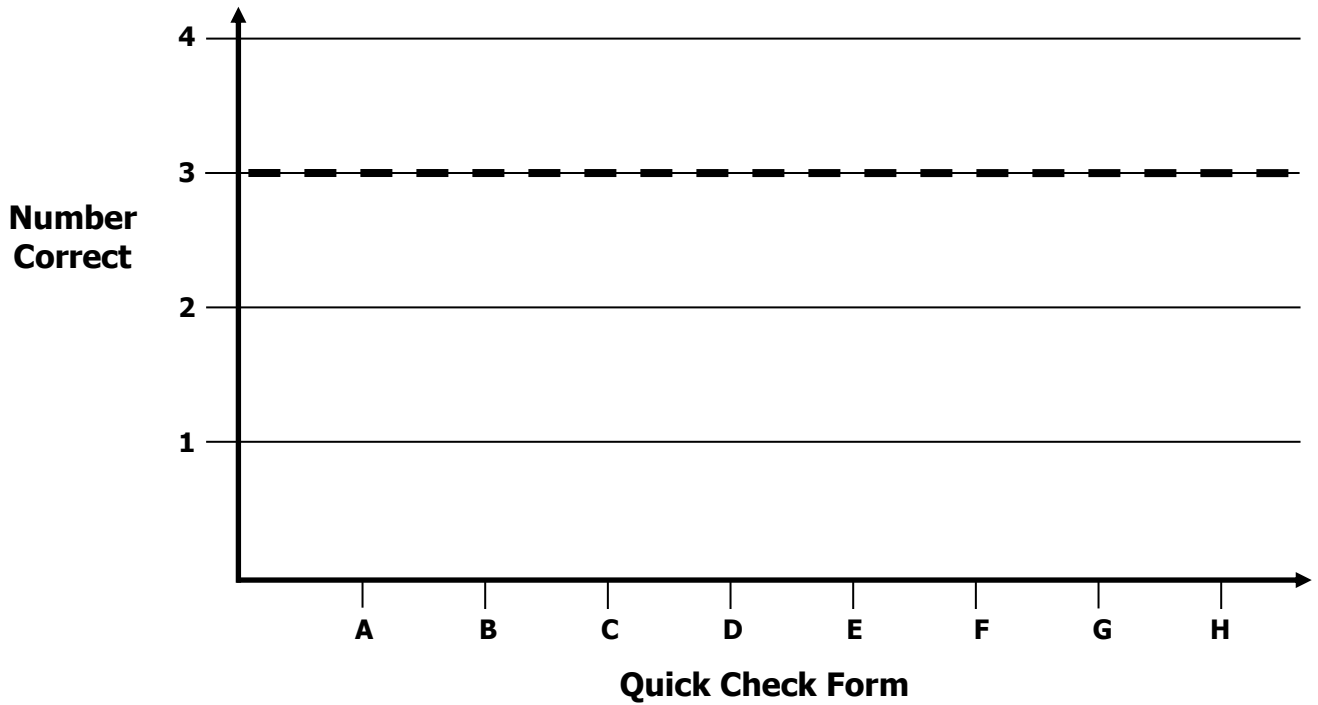


Growth Chart

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 _____

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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. $309 - 246$



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.

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



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.

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



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.

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



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.

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



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.

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



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.

$$\begin{array}{r} 807 \\ - 429 \\ \hline \end{array}$$



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.

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



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.

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



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.

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