

# Unit 3: Module 2

## Multi-Digit Subtraction

Session 1





## Learning Targets

- I can solve 1 and 2 step addition and subtraction word problems. (3.OA)
- I can round to the nearest 10 and 100. (3. NBT.1)
- Use strategies to solve addition and subtraction problems (3.NBT.2)
- I can make sense of problems and solve them. (3.MP.1)



# **Rounding and Multi Digit Addition Checkpoint**

We will be starting our session with a quick checkpoint on addition and rounding- then we will work on some new word problems.

- **Use good test taking strategies**
- **Take your time**
- **Start with what you know**
- **Read each question carefully**
- **Use the highlighters to assist you if you need**
- **We will take 20 minutes to do this**

# Problems and Investigations

Three Digit Subtraction Story Problems

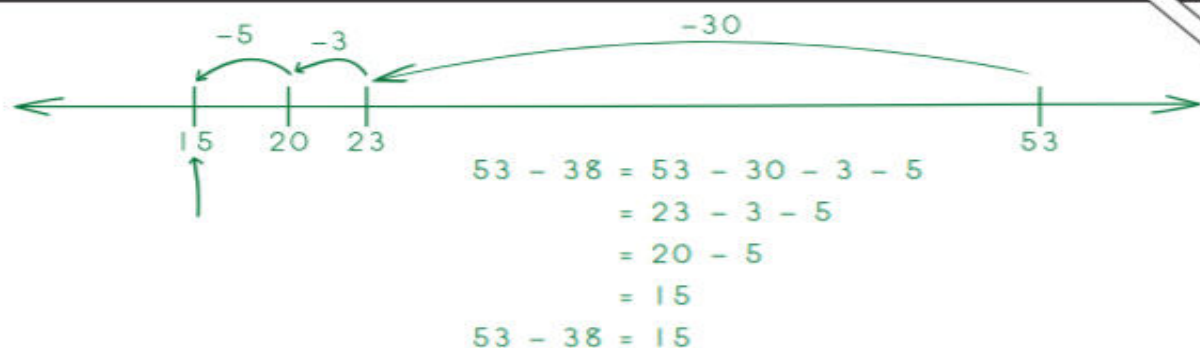
Take 38 away from 53  
a little bit at a time.

First take away 30 to get to 23.

Then take away 3 to get to 20.

Then take away 5 to get to 15.

$$53 - 38 = 15$$



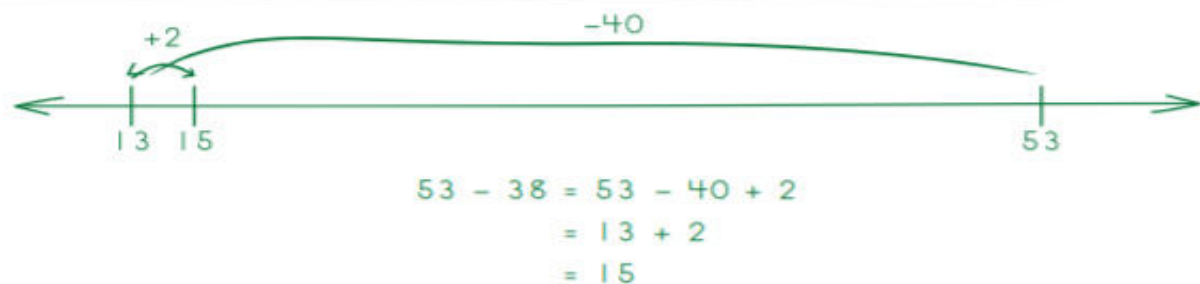
Subtract a friendly number and  
then adjust.

Take 40 away from 53.

That's 13.

Then add 2, because 40 is 2 more  
than 38.

$$53 - 38 = 15$$

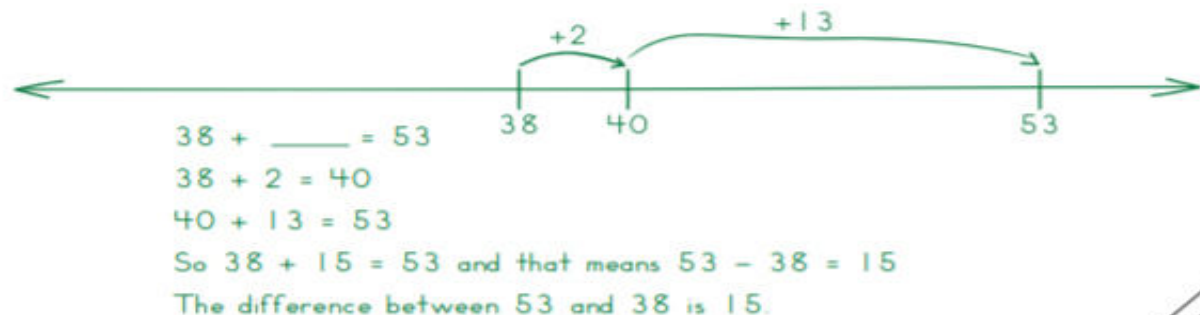


Add up from 38 to 53.

Add 2 to get to 40.

Then add 13 to get to 53.

$$53 - 38 = 15$$



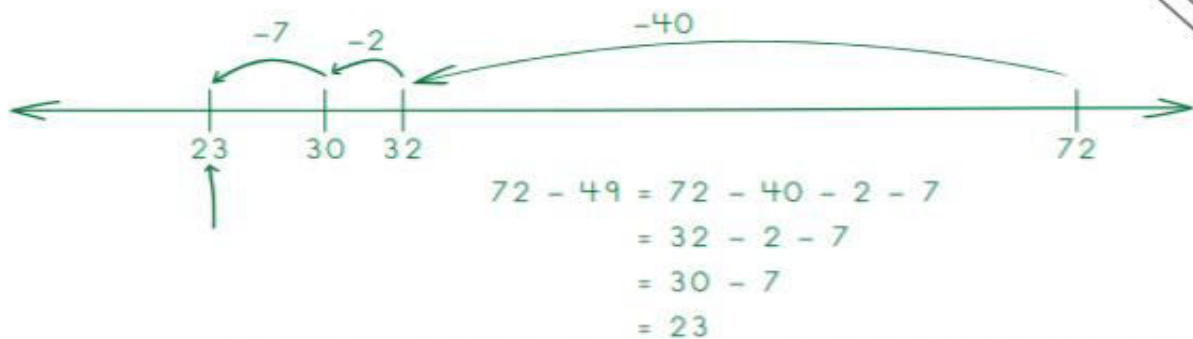
Take 49 away from 72  
a little bit at a time.

First take away 40 to get to 32.

Then take away 2 to get to 30.

Then take away 7 to get to 23.

$$72 - 49 = 23$$



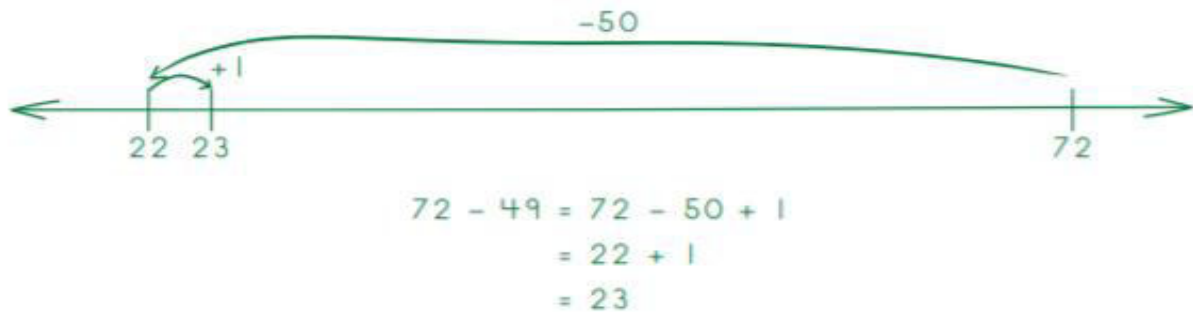
Subtract a friendly number and  
then adjust.

Take 50 away from 72.

That's 22.

Then add 1, because 50 is 1  
more than 49.

$$72 - 49 = 23$$

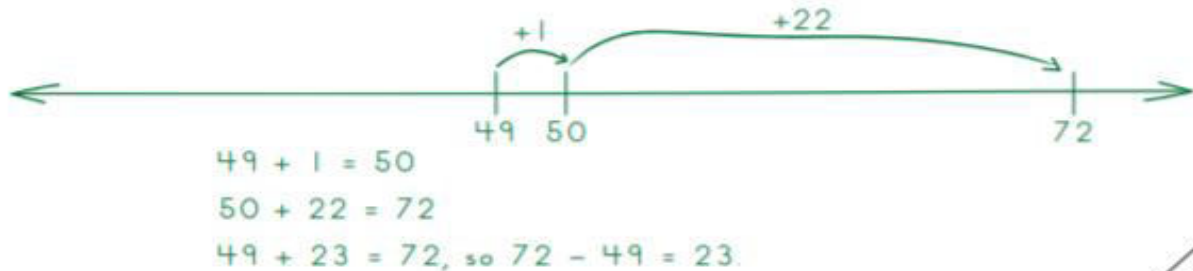


Add up from 49 to 72.

Add 1 to get to 50.

Then add 22 to get to 72.

$49 + 23 = 72$ , so  $72 - 49 = 23$ .





Review the subtraction strategy charts with your math partner- what do you notice? What do you wonder about? What connections do you see? How could we summarize these strategies?



# MATH TALK



## To share your ideas

- I noticed...
- I think \_\_\_\_\_ because ...
- I wonder if \_\_\_\_\_ because...
- First, \_\_\_\_\_, Then, \_\_\_\_\_...

## To agree

- I agree because...
- Yes, I also think...
- That makes sense because...
- I like how you...

## To understand

- Can you explain...
- How do you know...
- What key words told you...
- What strategy did you use?
- What I heard you say was...
- What am I missing?

## To disagree

- I disagree because...
- I think that's close, but what about...
- What if we tried...
- I like how you \_\_\_\_\_, but I wonder if...

# Reading Books Problems



## Reading Books Problems

- 1 I am on page 26 of a biography. How many more pages do I have left to read if there are 292 pages in the book?

Using your whiteboards, math tools and markers solve this problem with your math partner.



**Let's share.....**






# Differencing vs. Removal Strategy

Differencing: Finding the difference between two numbers, the distance or **HOW FAR APART** the two numbers are

Removal

Remove, take away, subtract



**Work with your math partner to solve these problems. Are you going to use removal or differencing as your strategy?**

- 2** The other book I am reading has 183 pages. I am on page 157. How many more pages do I have to read?
- 3** Sam is reading a novel. He is on page 347. There are 381 pages in the book. How many more pages does Sam have left to read?



# Workplaces and Small Group Time!

## Must Do

- Strategy Match 4 with your partner
  - Home Connections pg. 51

## May Do

- Reflex Math
- Workplace choices
  - Comparing fractions
- Elapsed time