

# Unit 3d-Subtract Within 1,000 Using Models and Strategies

Content Area: **Mathematics**  
Course(s): **Math 2**  
Time Period: **Marking Period 3**  
Length: **MP3 Topic 11 11-1 to 11-6**  
Status: **Published**

## Essential Questions

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- What are different strategies for subtracting 3-digit numbers?

## Big Ideas

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- **Mental Math:** Students will subtract numbers mentally by recognizing patterns in the tens and hundreds digits of the sums.
- **Visual Models:** Students will use models broken down by place value to subtract 3-digit numbers.
- **Subtracting using an Open Number Line:** Students will use open number lines to count back to subtract 3-digit numbers. Students will also use number lines to “add up” to subtract, relating subtraction to addition.
- **Explaining Subtraction Strategies:** Students can use the standard subtraction algorithm and other subtraction strategies to subtract 3-digit numbers. Students will use place value and properties of operations to explain which strategy works best in a specific problem.

## CSDT Technology Integration

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8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Activity:

Students will use the Digital Math Tools and Activities in the Envision Kit. All students will use their chromebooks to practice subtracting three-digit numbers and recording their answers.

## Enduring Understandings

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## **Numbers and Operations in Base Ten**

**2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

**2.NBT.B.7. (M)** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

**2.NBT.B.8. (M)** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

**2.NBT.B.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations.

## **Mathematical Practices Focus**

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1. Make sense of problems and persevere in solving them.