# Lesson 6: Compare Methods for Subtraction

### Standards Alignments

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| --- | --- |
| Addressing | 2.NBT.B.5 |

### Teacher-facing Learning Goals

* Describe how methods of subtraction are the same and different when subtracting a one-digit number from a two-digit number.

### Student-facing Learning Goals

* Let’s compare subtraction methods.

### Lesson Purpose

The purpose of this lesson is for students to compare methods for subtracting a one-digit number from a two-digit number with and without decomposing a ten.

In the first activity, students consider 3 methods for finding the difference represented using base-ten diagrams. In the second activity, students find the difference with and without decomposing a ten and represent their thinking using base-ten diagrams, words, or equations. Students are not expected to draw their work with base-ten diagrams in a specific way. Students should have access to base-ten blocks throughout the lesson and the cool-down. Students compare their methods, and the teacher records student thinking using base-ten diagrams and equations in the activity synthesis. In the lesson synthesis, students consider different ways to represent decomposing.

### Access for:

###  Students with Disabilities

* Representation (Activity 1)

### Instructional Routines

MLR2 Collect and Display (Activity 1), True or False (Warm-up)

### Materials to Gather

* Base-ten blocks: Activity 1, Activity 2
* Number cards 0–10: Activity 2

### Materials to Copy

* Target Numbers Stage 4 Recording Sheet (groups of 1): Activity 2

### Lesson Timeline

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| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 20 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

In upcoming lessons, students will subtract two-digit numbers from two-digit numbers with and without decomposing a ten. What do students need to understand about place value in order to use strategies that would require decomposing when subtracting by place?

## Cool-down

(to be completed at the end of the lesson) 5min

Mai’s Method

### Standards Alignments

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| --- | --- |
| Addressing | 2.NBT.B.5 |

### Student-facing Task Statement

Mai was asked to find the difference for $52−7$. She started, but she got stuck. Finish Mai’s method.



### Student Responses

Sample response:

* Students draw to show decomposing a ten into 10 ones. Students cross out 5 more ones.
* $52−2=50$
* $50−5=45$