Lesson 7: Restemos dos dígitos

Standards Alignments

Addressing	2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9
Building Towards	2.NBT.B.5

Teacher-facing Learning Goals

- Subtract a two-digit number from a two-digit number in a way that makes sense to them.

Student-facing Learning Goals

- Hagamos restas con números de dos dígitos.

Lesson Purpose

The purpose of this lesson is for students to subtract a two-digit number from a two-digit number when a ten is decomposed when subtracting by place.

In previous lessons, students learned that decomposing a ten is sometimes necessary when subtracting two numbers. Students used connecting cubes and base-ten blocks to represent their methods when subtracting a one-digit number from a two-digit number.

In the fist activity, students use methods that make sense to them to subtract and compare their methods with a partner. In the activity synthesis, students make connections across different methods and representations and consider which tools and representations work best for them. In the second activity, students use base-ten blocks to represent expressions and decompose a ten when subtracting by place.

Students should have access to connecting cubes and base-ten blocks throughout the lesson and the cool-down.

Access for:

Students with Disabilities

- Representation (Activity 1)

Instructional Routines

How Many Do You See? (Warm-up), MLR8 Discussion Supports (Activity 1)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2
- Connecting cubes: Activity 1

Materials to Copy

- Using Blocks to Take Away, Spanish (groups of 4): Activity 2

Lesson Timeline

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

Teacher Reflection Question

How are base-ten blocks and diagrams supporting students in showing what they understand about decomposing a ten when subtracting by place?

Cool-down (to be completed at the end of the lesson)

5 min

Descomponer para restar

Standards Alignments

Addressing 2.NBT.B.5

Student-facing Task Statement

Encuentra el valor de $61 - 32$. Muestra cómo pensaste. Si te ayuda, usa bloques.

Student Responses

29. Sample responses:

- Students draw 6 tens and 1 one. They draw to show decomposing a ten into 10 ones and cross out 3 tens and 2 ones.
- Students draw 5 tens and 11 ones and cross out 3 tens and 2 ones.