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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>327 – 145</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>203 – 157</td>
<td>4.</td>
</tr>
</tbody>
</table>

You Do Together: (As a class, or in small groups)
- Students take turns leading and repeat the steps to subtract 3-digit numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>493 – 248</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>300 – 217</td>
<td>8.</td>
</tr>
</tbody>
</table>
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. 526
   \[\begin{array}{c}
   526 \\
   \hline
   -185 \\
   \hline
   \end{array}\]

2. 700
   \[\begin{array}{c}
   700 \\
   \hline
   -385 \\
   \hline
   \end{array}\] = ______

3. 603
   \[\begin{array}{c}
   603 \\
   \hline
   -149 \\
   \hline
   \end{array}\] = ______

4. 425
   \[\begin{array}{c}
   425 \\
   \hline
   -179 \\
   \hline
   \end{array}\]
Growth Chart

Name__________________________________  Date________

Learning Target: I will subtract three-digit numbers.

Goal: 3 out of 4 correct

<table>
<thead>
<tr>
<th>Session</th>
<th>Number Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
</tbody>
</table>

Intervention | Date | Score
---|------|------
Session 1:    |      |      
Session 2:    |      |      
Session 3:    |      |      
Session 4:    |      |      
Session 5:    |      |      
Session 6:    |      |      
Session 7:    |      |      
Session 8:    |      |      

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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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>427 – 154</td>
<td>510 – 376</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>204 – 136</td>
<td>300 – 284</td>
</tr>
</tbody>
</table>

You Do Together: (As a class, or in small groups)
- Students take turns leading and repeat the steps to subtract 3-digit numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>493 – 239</td>
<td>350 – 192</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>400 – 238</td>
<td>352 – 175</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>541 – 298</td>
<td>309 – 246</td>
</tr>
</tbody>
</table>
**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)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>[ \begin{array}{c} 600 \ -273 \end{array} ]</td>
</tr>
<tr>
<td>2.</td>
<td>[ \begin{array}{c} 495 \ -277 \end{array} ] = _____</td>
</tr>
<tr>
<td>3.</td>
<td>[ \begin{array}{c} 536 \ -258 \end{array} ] = _____</td>
</tr>
<tr>
<td>4.</td>
<td>[ \begin{array}{c} 806 \ -329 \end{array} ]</td>
</tr>
</tbody>
</table>

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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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | 3 8 4  
    |   - 1 3 7 |
| 2. | 4 0 0  
    |   - 1 7 6 |
| 3. | 6 0 5  
    |   - 2 9 7 |
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.  

5 0 0  

− 1 4 6 

5.  

3 5 0  

− 2 7 3 

6.  

4 7 8  

− 3 4 9
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.  
   \[
   \begin{array}{c}
   6 4 7 \\
   \underline{- 4 8 9} \\
   \end{array}
   \]

2.  
   \[
   \begin{array}{c}
   5 0 4 \\
   \underline{- 1 7 8} \\
   \end{array}
   \]

3.  
   \[
   \begin{array}{c}
   8 0 0 \\
   \underline{- 4 2 9} \\
   \end{array}
   \]

4.  
   \[
   \begin{array}{c}
   7 3 5 \\
   \underline{- 4 8 0} \\
   \end{array}
   \]

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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. 

\[
\begin{array}{c}
475 \\
-128 \\
\hline
347 \\
\end{array}
\]

2. 

\[
\begin{array}{c}
500 \\
-247 \\
\hline
253 \\
\end{array}
\]

3. 

\[
\begin{array}{c}
703 \\
-385 \\
\hline
318 \\
\end{array}
\]
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.

\[
\begin{array}{c}
600 \\
-231 \\
\hline
369 \\
\end{array}
\]

5.

\[
\begin{array}{c}
430 \\
-264 \\
\hline
166 \\
\end{array}
\]

6.

\[
\begin{array}{c}
567 \\
-483 \\
\hline
84 \\
\end{array}
\]
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. \[\begin{array}{c}
628 \\
-345 \\
\hline
\end{array}\]  

2. \[500 - 386 = ____\]

3. \[803 - 529 = ____\]

4. \[\begin{array}{c}
453 \\
-185 \\
\hline
\end{array}\]
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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>348</td>
<td>-173</td>
</tr>
<tr>
<td>2.</td>
<td>600</td>
<td>-167</td>
</tr>
<tr>
<td>3.</td>
<td>650</td>
<td>-279</td>
</tr>
</tbody>
</table>
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.

\[
\begin{array}{c}
400 \\
-164 \\
\end{array}
\]

5.

\[
\begin{array}{c}
305 \\
-237 \\
\end{array}
\]

6.

\[
\begin{array}{c}
487 \\
-394 \\
\end{array}
\]
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.  
   \[
   \begin{array}{c}
   526 \\
   -185 \\
   \end{array}
   \]

2.  
   \[
   700 - 385 = ____
   \]

3.  
   \[
   603 - 149 = ____
   \]

4.  
   \[
   \begin{array}{c}
   425 \\
   -179 \\
   \end{array}
   \]
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. \[ \begin{array}{c}
457 \\
- 139
\end{array} \]

2. \[ \begin{array}{c}
817 \\
- 253
\end{array} \]

3. \[ \begin{array}{c}
300 \\
- 164
\end{array} \]

4. \[ \begin{array}{c}
652 \\
- 285
\end{array} \]
### 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.

<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>713</td>
<td>280</td>
</tr>
<tr>
<td>− 386</td>
<td>− 156</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>526</td>
</tr>
<tr>
<td>− 278</td>
<td>− 385</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>925</td>
<td>807</td>
</tr>
<tr>
<td>− 198</td>
<td>− 429</td>
</tr>
</tbody>
</table>
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. 
   \[
   \begin{array}{c}
   600 \\
   \underline{-273}
   \end{array}
   \]

2. 
   \[
   495 - 277 = \_
   \]

3. 
   \[
   536 - 258 = \_
   \]

4. 
   \[
   \begin{array}{c}
   806 \\
   \underline{-329}
   \end{array}
   \]
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. \[
\begin{array}{c}
546 \\
-129 \\
\hline
\end{array}
\]

2. \[
\begin{array}{c}
718 \\
-253 \\
\hline
\end{array}
\]

3. \[
\begin{array}{c}
400 \\
-146 \\
\hline
\end{array}
\]

4. \[
\begin{array}{c}
625 \\
-258 \\
\hline
\end{array}
\]
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>731</td>
<td>208</td>
</tr>
<tr>
<td>-368</td>
<td>-165</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>500</td>
<td>562</td>
</tr>
<tr>
<td>-287</td>
<td>-358</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>952</td>
<td>870</td>
</tr>
<tr>
<td>-189</td>
<td>-492</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[ 647 - 489 = \]

2. \[ 504 - 178 = \]

3. \[ 800 - 429 = \]

4. \[ 735 - 480 = \]
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. 
   
   4 7 5
   - 1 9 3
   ————
   2 8 2

2. 
   
   8 7 1
   - 2 3 5
   ————
   6 3 6

3. 
   
   6 0 0
   - 1 5 7
   ————
   4 4 3

4. 
   
   7 2 5
   - 3 5 8
   ————
   3 6 7
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>623</td>
<td>390</td>
</tr>
<tr>
<td>- 397</td>
<td>- 258</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>800</td>
<td>453</td>
</tr>
<tr>
<td>- 249</td>
<td>- 357</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>836</td>
<td>604</td>
</tr>
<tr>
<td>- 168</td>
<td>- 346</td>
</tr>
</tbody>
</table>
# 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)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>628</td>
<td>345</td>
</tr>
<tr>
<td></td>
<td><strong>–</strong></td>
<td><strong>–</strong></td>
</tr>
<tr>
<td>2.</td>
<td>500</td>
<td>386</td>
</tr>
<tr>
<td></td>
<td><strong>=</strong></td>
<td><strong>=</strong></td>
</tr>
<tr>
<td>3.</td>
<td>803</td>
<td>529</td>
</tr>
<tr>
<td></td>
<td><strong>–</strong></td>
<td><strong>–</strong></td>
</tr>
<tr>
<td>4.</td>
<td>453</td>
<td>185</td>
</tr>
</tbody>
</table>

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