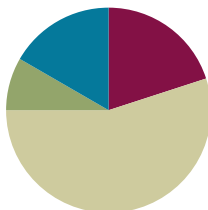


Lesson 19

Objective: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (12 minutes)

- Subtract Mentally **3.NBT.2** (4 minutes)
- Use Subtraction Algorithm with Different Units **3.MD.2** (4 minutes)
- Round Three- and Four-Digit Numbers **3.NBT.1** (4 minutes)

Subtract Mentally (4 minutes)

Materials: (S) Personal white boards

Note: This drill emphasizes the role of place value in the subtraction algorithm.

T: (Write $10 - 5 = \underline{\quad}$.) Say the number sentence in units of one.

S: $10 \text{ ones} - 5 \text{ ones} = 5 \text{ ones}$.

Repeat the process outlined in G3–M2–Lesson 18. Use the following suggested sequence: 12 ones – 5 ones, 42 ones – 5 ones, 10 tens – 5 tens, 12 tens – 5 tens, 42 tens – 5 tens.

Use Subtraction Algorithm with Various Units (4 minutes)

Materials: (S) Personal white boards

Note: This activity reviews the role of place value in the subtraction algorithm from Lesson 18.

T: (Write $80 \text{ L} - 26 \text{ L} = \underline{\quad}$.) On your boards, solve using the standard algorithm.

Continue with the following possible sequence: $380 \text{ L} - 26 \text{ L}$, $380 \text{ L} - 126 \text{ L}$, $419 \text{ cm} - 32 \text{ cm}$, and $908 \text{ g} - 25 \text{ g}$, $908 \text{ g} - 425 \text{ g}$.

Round Three- and Four-Digit Numbers (4 minutes)

Materials: (S) Personal white boards

Note: This activity reviews rounding to the nearest hundred from Lesson 14.

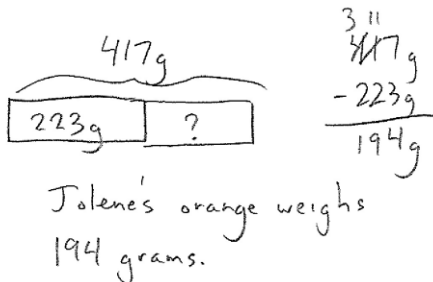
T: (Write $253 \approx \underline{\hspace{1cm}}$.) What is 253 rounded to the nearest hundred?

S: 300

Repeat the process outlined in G3–M2–Lesson 15, rounding numbers only to the nearest hundred. Use the following possible suggestions: 253, 1253, 735, 1735, 850, 1850, 952, 1371, and 1450.

Application Problem (5 minutes)

Jolene brings an apple and an orange with her to school. The weight of both pieces of fruit together is 417 grams. The apple weighs 223 grams. What is the weight of Jolene’s orange?



Note: This problem reviews unbundling once to subtract. It also provides context leading into the Concept Development.

Concept Development (33 minutes)

Materials: (S) Personal white boards

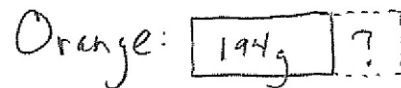
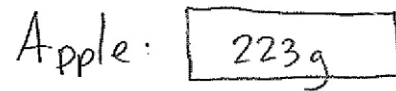
Part 1: Decompose twice using the standard algorithm for subtraction.

T: In the Application Problem, Jolene’s apple weighs 223 grams and her orange weighs 194 grams. (Draw or project the tape diagrams shown at right.) What does the question mark in these tape diagrams represent?

S: How much heavier the apple is than the orange.
→ How much more the apple weighs, in grams.

T: Tell a partner what equation you can use to find out how much heavier the apple is than the orange. Write the equation vertically on your board.

S: $223 \text{ grams} - 194 \text{ grams}$.



- T: Before we subtract, what needs to be done?
 S: We need to make sure we can subtract each place. → We have to see if any tens or hundreds need to be unbundled.
 T: Do we have enough ones to subtract?
 S: No. We need to change a ten for 10 ones.
 T: How about in the tens place?
 S: No. We also need to change a hundred for 10 tens. Then we can solve.
 T: Unbundle or change the ten. How many tens and ones do we have now?
 S: 1 ten and 13 ones.
 T: Now unbundle or change the hundred. How many hundreds and tens do we have now?
 S: 1 hundred and 11 tens.
 T: Are we ready to subtract?
 S: Yes!
 T: Solve the problem on your board.
 S: (Solve as shown at right.)
 T: How much heavier is the apple than the orange?
 S: The apple is 29 grams heavier than the orange!

Continue with the following suggested sequence. (Students should ready their problems for subtraction by unbundling all necessary digits before performing the operation.)

- 342 cm – 55 cm
 - 764 g – 485 g
 - 573 mL – 375 mL
- T: How are the subtraction problems we’ve solved so far different than those we solved yesterday?
 S: Yesterday, we only had to unbundle once. Today, we had to unbundle twice.

Part 2: Use the standard algorithm to subtract three-digit numbers with zeros in various positions.

Write or project the following problem:

Kerrin has 703 milliliters of water in a pitcher. She pours some water out. Now, 124 milliliters are left in the pitcher. How much water did Kerrin pour out?

- T: Solve this problem using the algorithm.
 T: What needs to be done first?
 S: We need to unbundle a ten.
 T: What digit is in the tens place on top?



**NOTES ON
 MULTIPLE MEANS OF
 REPRESENTATION**

Use color to customize the presentation of the tape diagram. Displaying a green bar for apple and an orange bar for orange may enhance learners’ perception of the information.

Students may value a vertical tape diagram, alternatively, if it gives them a better sense of heavier and less heavy.

Subtraction Complete

$$\begin{array}{r}
 11 \\
 \times 13 \\
 \hline
 228\text{g} \\
 - 194\text{g} \\
 \hline
 029\text{g}
 \end{array}$$

- S: Zero.
 T: Can we unbundle 0 tens?
 S: No!
 T: Where can we get tens?
 S: We can change 1 hundred into 10 tens!
 T: Change the hundred into tens on your board.
 T: (Model.) How many hundreds and tens does the top number have now?
 S: 6 hundreds and 10 tens.
 T: Why aren't we ready to subtract yet?
 S: We still have to change 1 ten for 10 ones.
 T: Finish unbundling on your board and complete the subtraction.
 T: (Model.) How many milliliters of water did Kerrin pour out?
 S: She poured out 579 milliliters of water!

Continue with the following suggested sequence. (Students should ready their problems for subtraction by unbundling all necessary digits before performing the operation.)

- 703 cm – 37 cm
- 700 mL – 356 mL
- 500 g – 467 g

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

Lesson 19 Problem Set 3•2

Name: Gina Date: _____

1. Solve the subtraction problems below.

a. $340\text{ cm} - 60\text{ cm}$

$$\begin{array}{r} 340 \\ - 60 \\ \hline 280 \end{array}$$

b. $340\text{ cm} - 260\text{ cm}$

$$\begin{array}{r} 340 \\ - 260 \\ \hline 80 \end{array}$$

c. $513\text{ g} - 148\text{ g}$

$$\begin{array}{r} 513 \\ - 148 \\ \hline 365 \end{array}$$

d. $641\text{ g} - 387\text{ g}$

$$\begin{array}{r} 641 \\ - 387 \\ \hline 254 \end{array}$$

e. $700\text{ mL} - 52\text{ mL}$

$$\begin{array}{r} 700 \\ - 52 \\ \hline 648 \end{array}$$

f. $700\text{ mL} - 452\text{ mL}$

$$\begin{array}{r} 700 \\ - 452 \\ \hline 248 \end{array}$$

g. $6\text{ km } 802\text{ m} - 2\text{ km } 569\text{ m}$

$$\begin{array}{r} 6\text{ km } 802\text{ m} \\ - 2\text{ km } 569\text{ m} \\ \hline 4\text{ km } 233\text{ m} \end{array}$$

h. $5\text{ L } 920\text{ mL} - 3\text{ L } 869\text{ mL}$

$$\begin{array}{r} 5\text{ L } 920\text{ mL} \\ - 3\text{ L } 869\text{ mL} \\ \hline 2\text{ L } 51\text{ mL} \end{array}$$

engage^{ny} 3.E.6

Lesson 19 3•2

2. David drives from Los Angeles to San Francisco. The total distance is 617 kilometers. He has 468 kilometers left to drive. How many kilometers has he driven so far?


$$\begin{array}{r} 617 \\ - 468 \\ \hline 149 \end{array}$$

David has driven 149 km so far.

3. The piano weighs 289 kilograms more than the piano bench. How much does the bench weigh?

$$\begin{array}{r} 297 \\ - 289 \\ \hline 8 \end{array}$$

The bench weighs 8 kg.



4. Tank A holds 165 fewer liters of water than Tank B. Tank B holds 400 liters of water. How much water does Tank A hold?

Tank A: ? liters

Tank B: 400 liters

$$\begin{array}{r} 400 \\ - 165 \\ \hline 235 \end{array}$$

Tank A holds 235 liters.

engage^{ny} X.E.7

Student Debrief (10 minutes)

Lesson Objective: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class.

Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. You may choose to use any combination of the questions below to lead the discussion.

- Which strategy did you use to solve Problem 1(a)? Why? (Students may want to talk about subtracting 6 tens from 34 tens rather than decomposing.)
- Invite students to articulate the steps they followed to solve Problem 4.
- Why is it important to unbundle or change all of your units before subtracting?



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Support English language learners and others as they articulate their steps to solve Problem 4. Give students the choice of explaining in their first language. Making this a partner-share activity may relieve students of anxiety in front of a large group. Some students may benefit from sentence starters, such as, “First, I read _____. Then, I drew _____. Next, I labeled _____. Then, I wrote my equation: _____. Last, I wrote my answer statement, which was _____.”

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students’ understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

Name _____

Date _____

1. Solve the subtraction problems below.

a. $340 \text{ cm} - 60 \text{ cm}$

b. $340 \text{ cm} - 260 \text{ cm}$

c. $513 \text{ g} - 148 \text{ g}$

d. $641 \text{ g} - 387 \text{ g}$

e. $700 \text{ mL} - 52 \text{ mL}$

f. $700 \text{ mL} - 452 \text{ mL}$

g. $6 \text{ km } 802 \text{ m} - 2 \text{ km } 569 \text{ m}$

h. $5 \text{ L } 920 \text{ mL} - 3 \text{ L } 869 \text{ mL}$

2. David is driving from Los Angeles to San Francisco. The total distance is 617 kilometers. He has 468 kilometers left to drive. How many kilometers has he driven so far?

3. The piano weighs 289 kilograms more than the piano bench. How much does the bench weigh?



4. Tank A holds 165 fewer liters of water than Tank B. Tank B holds 400 liters of water. How much water does Tank A hold?

Name _____

Date _____

1. Solve the subtraction problems below.

a. $346 \text{ m} - 187 \text{ m}$

b. $700 \text{ kg} - 592 \text{ kg}$

2. A sheep weighs about 647 kilograms less than a cow. A cow weighs about 725 kilograms. About how much does a sheep weigh?

Name _____

Date _____

1. Solve the subtraction problems below.

a. $280 \text{ g} - 90 \text{ g}$

b. $450 \text{ g} - 284 \text{ g}$

c. $423 \text{ cm} - 136 \text{ cm}$

d. $567 \text{ cm} - 246 \text{ cm}$

e. $900 \text{ g} - 58 \text{ g}$

f. $900 \text{ g} - 358 \text{ g}$

g. $4 \text{ L } 710 \text{ mL} - 2 \text{ L } 690 \text{ mL}$

h. $8 \text{ L } 830 \text{ mL} - 4 \text{ L } 378 \text{ mL}$

2. The total weight of a giraffe and her calf is 904 kilograms. How much does the calf weigh? Use a tape diagram to model your thinking.



3. The Erie Canal runs 584 kilometers from Albany to Buffalo. Salvador travels on the canal from Albany. He must travel 396 kilometers more before he reaches Buffalo. How many kilometers has he traveled so far?

4. Mr. Nguyen fills two inflatable pools. The kiddie pool holds 185 liters of water. The larger pool holds 600 liters of water. How much more water does the larger pool hold than the kiddie pool?