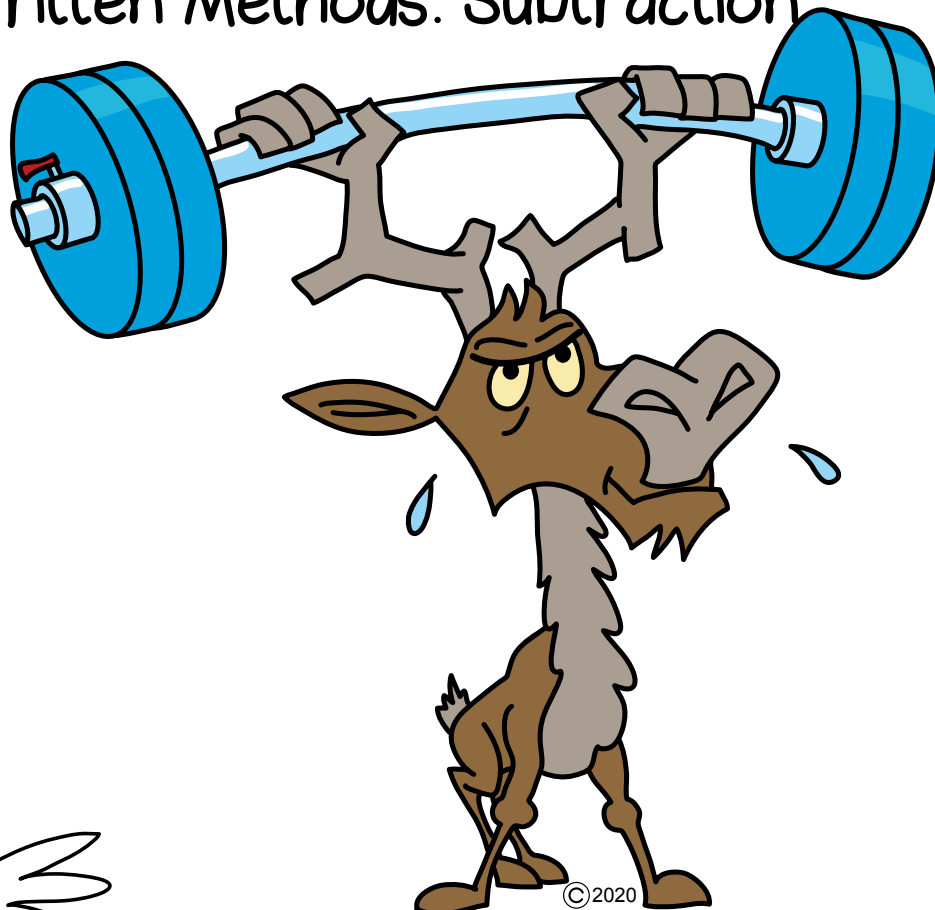




Colin and Coco's Deliberate Practice

Year 3 Unit 8

Addition and Subtraction
Written Methods: Subtraction





Contents

This pack of deliberate practice is designed to be used flexibly to secure the manageable steps of this unit.

The table below indicates which activities are linked to which manageable steps.

	Do It	Challenge It	Play It
Use column subtraction for 3-digit numbers when exchanging is required in the tens column	1	1	1
Use column subtraction for 3-digit numbers when exchanging is required in the hundreds column	1	1	1
Use column subtraction for 3-digit numbers when exchanging is required in multiple columns		2	2
Use column subtraction for 3-digit and 2-digit numbers when exchanging is required in the tens column	2		
Use column subtraction for 3-digit and 2-digit numbers when exchanging is required in the hundreds column	2		
Use column subtraction for 3-digit and 2-digit numbers when exchanging is required in multiple columns	3	3	
Choose efficient methods to subtract numbers with up to 3-digits		3	3



Do It 1

Use a formal written method to calculate:

1. $754 - 337 =$

7. $338 - 177 =$

2. $657 - 238 =$

8. $377 - 283 =$

3. $796 - 658 =$

9. $426 - 182 =$

4. $364 - 127 =$

10. $765 - 383 =$

5. $554 - 326 =$

11. $528 - 256 =$

6. $752 - 235 =$

12. $703 - 342 =$

Challenge It 1

Use the digits 3, 4, 5 and 6 to make as many different calculations where exchange is needed only in the tens column as you can.

$$\begin{array}{r} 4 \square \square \\ - 2 \square \square \\ \hline \\ \hline \end{array}$$

Now write calculations where exchange is needed only in the hundreds column.



Exchange to Subtract Game

Play It 1

You need:

Two sets of 0 - 9 cards

To play:

Shuffle the cards and deal 6 cards to each player.

Both players try to create numbers so that there is only exchanging needed in one column - the tens or the hundreds column.

Once both players have made two 3-digit numbers both players find the answer to their calculation. If exchanging is needed in more than one column you are 'bust'! The other player wins a point for that round.

The player who calculates the greatest answer scores a point.

To win:

The winner is the first player to score 10 points.

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Use a formal written method to calculate:

1. $784 - 57 =$

7. $438 - 77 =$

2. $687 - 48 =$

8. $567 - 73 =$

3. $796 - 77 =$

9. $346 - 82 =$

4. $474 - 46 =$

10. $675 - 83 =$

5. $784 - 58 =$

11. $928 - 56 =$

6. $772 - 45 =$

12. $808 - 62 =$

Challenge It 2

Find the missing digits.

Solve them in several ways.

Solve them in several ways so there is exchange in the tens and the hundreds columns.

$$\begin{array}{r} 8 \square \square \\ - \square 8 9 \\ \hline \square \square 4 \end{array}$$

$$\begin{array}{r} 6 \square 5 \\ - \square 1 \square \\ \hline 1 \square 7 \end{array}$$

Solve them together using the digits 1 - 9 once each.



Exchange and Exchange Game

Play It 2

You need:

Two sets of 0 - 9 cards

To play:

Shuffle the cards and deal 6 cards to each player.

Both players try to create numbers so that there is exchanging needed in the tens and the hundreds columns.

Once both players have made two 3-digit numbers both players find the answer to their calculation. They score a point for each exchange they need to do. The player who calculates the smallest answer scores a bonus point.

To win:

The winner is the first player to score 15 points.

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Use an efficient mental strategy or a formal written method to calculate:

1. $505 - 492 =$

7. $301 - 299 =$

2. $687 - 348 =$

8. $507 - 173 =$

3. $746 - 199 =$

9. $346 - 192 =$

4. $474 - 252 =$

10. $675 - 581 =$

5. $484 - 358 =$

11. $928 - 516 =$

6. $702 - 495 =$

12. $802 - 687 =$

Challenge It 3

Use an efficient method and match the calculation to the answer.
Find the missing buddies.

$563 - 42$
$587 - 55$
$645 - 84$
$581 - 56$
$534 - 29$
$606 - 24$
$639 - 79$
$615 - 48$

561
564
521
532
560
525
582
505



How will I Subtract? Activity

You need: 0 - 9 cards

To play: (This is a collaborative activity.)

Shuffle the cards.

Each player is dealt three cards and makes a 3-digit number.

Look at the two numbers and choose two different methods to subtract the smaller one from the greater one.

Discuss which was the most efficient method and why.

List your calculations under a method heading, such as Formal written method, Difference between by counting on, Round and adjust.

Deal again and create two new numbers.

Repeat this lots of times. Are some methods used more often than others?

What do you notice about pairs of numbers that appear under the same heading?

Play again with one of the players making a 2-digit number.