Canonbury Home Learning
Year 2/3 Maths
Steppingstone activity

Lesson 3 – 08.07.2020
LO: Subtract 1-digit from 2-digits – not crossing tens

Success Criteria:

1. Read the explanation and remind yourself how to use a base ten for subtraction
2. Use the base ten to work out the subtraction calculations
3. Draw your own lines and dots to work out the answers to the subtractions.

Model:

1. When we subtract two numbers, we can use base ten to help us. You can draw the Tens as lines and the Ones as dots and cross them out when you do your working out:

34 - 23 = 

Take away the Tens: 30 - 20 = 10 

Then take away the Ones: 4 – 3 = 1 

34 - 23 = 11 

2. Now you try:

Cross out the base ten to work out the answers to these subtractions:

a) 23 – 11 = 12

Tens	Ones
	

b) 59 – 25 = 34

Tens	Ones
	

3. Draw your own base 10 lines and dots to solve these subtraction number sentences (**only draw the bigger number** and cross out the smaller amount):

a) 24 - 12 = 12

b) 35 + 21 = 14

c) 56 – 34 = 22

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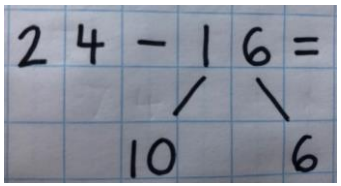
Lesson 3 – 08.07.2020
LO: Subtract 2-digit and 2 digit numbers crossing tens

Success Criteria:

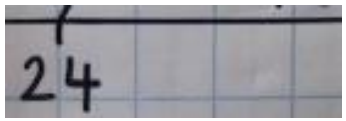
1. Year 2s, refresh your memory of subtracting by counting back on a number line.
2. Year 3s, refresh your memory of subtracting using column method.

Model: **1.** In Year 2 we use number lines to subtract numbers when we can't do the calculation in our heads. These numbers cross a ten, which makes it harder to do mentally: 24 – 16 = **8**

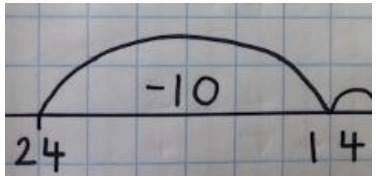
Partition the number that you are adding (e.g. 24 - **16** =) into tens and ones



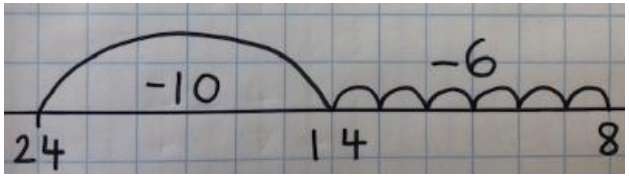
Start a number line from the first number (e.g. **24** - 16 =)



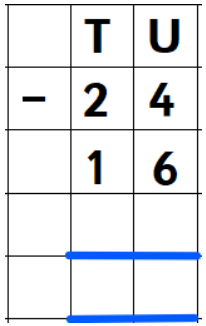
Make your tens jumps (e.g. 24 + **16** = one jump of ten back from 24) and mark the numbers on the number line



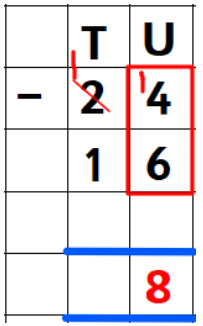
Make your ones jumps (e.g. 24 + 1**6** = six jumps of one from 14) and mark the number on the number line – this is your answer!



2. In Year 3 we use column subtraction to take away numbers when we can't do the calculation in our heads:

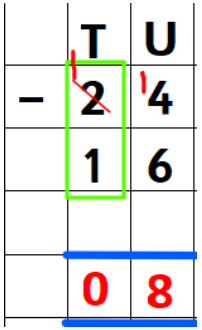


Write the larger number on top of the smaller number, in their correct place value columns (e.g. Tens and Units)



Always begin by subtracting the Units first.

We cannot do 4-6, so we exchange a Ten into the Units, leaving one fewer Ten. Now we can do 14 – 6 = 8.



Next subtract the numbers in the Tens column. 1 - 1= 0 lots of ten. You do not normally need to write the 0 in the Tens column.
Your answer to

24 - 16 = 8

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Main activity

Complete at least 2 columns, more if you can!

Task 1	Task 2
Practice **Year 2s use a number line** to solve these subtraction calculations: a) 26 – 18 = 8 b) 43 – 17 = 26 c) 46 – 28 =18 d) 55 – 36 = 19 e) 62 – 24 = 38 f) 31 – 19 = 12	**Practice** **Year 3s use column method** to solve these subtraction calculations: a) 36 – 28 = 8 b) 63 – 17 = 46 c) 56 – 28 = 28 d) 155 – 136 = 19 e) 262 – 124 = 136 f) 229 – 137 = 92

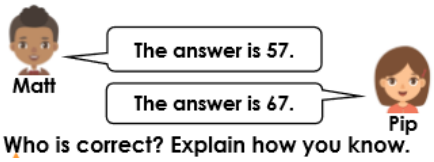
Task 3

Reasoning

Explain your answers.

9a. Matt and Pip are solving:

ninety-six – thirty-nine =

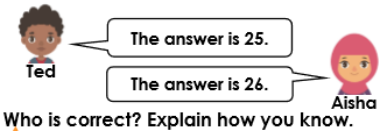


Who is correct? Explain how you know.

Matt is correct because he has correctly exchanged 1 ten for 10 ones whereas Pip has not so she has too many tens in her answer.

9b. Ted and Aisha are solving:

eighty-three – fifty-seven =



Who is correct? Explain how you know.

Aisha is correct as she has correctly exchanged 1 ten for 10 ones so she has correctly subtracted 7 ones from 13 ones to leave her with 2 tens and 6 ones – 26.

7a. John has calculated fifty-three subtract twenty-five. His calculation is below.

	$^{4}\not{5}$	$^{1}3$
−	2	5
	2	7

What mistake has he made?

John has incorrectly subtracted 5 from 13 in the ones column. The answer should be 28, not 27.

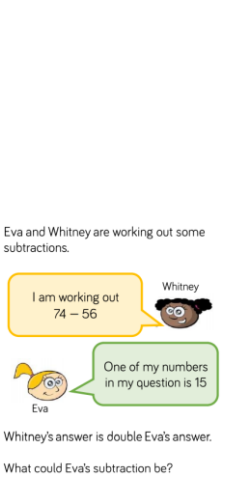
Task 4

Problem solving

Annie has 36 stickers. Dexter has 54 stickers.

How many more stickers does Dexter have than Annie?

54 – 36 = 18 more stickers



Whitney's answer is 18

Eva's answer is 9

Eva's question could be 15 – 6 or 24 – 15

8a. Using the digit cards below, create 3 different 2-digit subtraction that includes an exchange.

□□ – □□ = ?

Various possible answers, for example: 93 – 27 = 66, 92 – 37 = 55 and 72 – 39 = 3

Challenge

2. Arrange the loop cards so that each subtraction calculation is matched to the correct total. Fill in the blank cards with the correct answers to complete the loop.