# Lesson 14: Demos sentido a la resta de números decimales

## Standards Alignments

Addressing        5.NBT.B.7

### Teacher-facing Learning Goals

- Subtract decimals to the hundredths in a way that makes sense to them.

### Student-facing Learning Goals

- Restemos números decimales.

### Lesson Purpose

The purpose of this lesson is for students to subtract decimals to the hundredths place in a way that makes sense to them.

In previous lessons, students used place value strategies, including the standard algorithm, to add multi-digit decimal numbers. They compared the strategies and algorithms they used to add whole numbers to the strategies and algorithms they used to add decimals. In the next few lessons, students build an understanding of how to use place value strategies, the properties of operations, and the relationship between addition and subtraction to subtract multi-digit decimals. The lessons that address subtraction of decimals follow a similar structure to the lessons that addressed addition of decimals. Common routines and activities were chosen to help students make connections between what they learned about adding decimals and the strategies they are now using to subtract decimals.

### Access for:

### ⓐ Students with Disabilities

- Representation (Activity 1)

### Instructional Routines

MLR7 Compare and Connect (Activity 1), True or False (Warm-up)

### Materials to Gather

- Chart paper: Activity 1
- Colored pencils, crayons, or markers:

### Materials to Copy

- Small Grids (groups of 1): Activity 1
- Target Numbers Stage 9 Recording Sheet,

Activity 1                                          Spanish (groups of 1): Activity 2

- Number cubes: Activity 2

## Lesson Timeline

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

## Teacher Reflection Question

Think about a time you recently made a mistake during math class. How did you leverage your mistake to show students that mistakes are just learning in progress?

# Cool-down (to be completed at the end of the lesson)                    🕐   5 min

Resta

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### Student-facing Task Statement

Encuentra el valor de $3.57 - 1.4$. Explica o muestra cómo razonaste.

### Student Responses

2.17. Sample response: $3 - 1 = 2$, $0.57 - 0.40 = 0.17$, $2.00 + 0.17 = 2.17$