



**PRACTICE TASK: “TAKE DOWN!”**

*Adapted from North Carolina’s Core Essentials Math Program*

**STANDARDS FOR MATHEMATICAL CONTENT**

**MCC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**STANDARDS FOR MATHEMATICAL PRACTICE**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
8. Look for and express regularity in repeated reasoning.

**BACKGROUND KNOWLEDGE**

This task begins to develop subtraction using mental math, which is simply an invented strategy that the students do mentally. Not all students will be able to subtract mentally and are still in the concrete stage of development. Do not force students to compute mentally, it may weaken the developing understanding of those who have not invented strategies or are still in the direct modeling stage. (Van De Walle, p. 103-104)

**ESSENTIAL QUESTIONS**

- What strategies can I use to help me subtract more quickly and accurately?

**MATERIALS**

- Deck of Cards
- “Take Down” Recording Sheet

**GROUPING**

Students should work with a partner.

**TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION**

**Game Instructions**

1. Remove aces and face cards from a regular deck of cards.
2. Shuffle cards.
3. Players will draw one card and subtract from the target number given on their game sheet.
4. Record the answers on the game sheet.

5. The winner is the player who has the lowest score after ten rounds.
6. At the end of the game, students should share their subtraction strategies with one another.

### **DIFFERENTIATION**

#### **Extension**

- Teacher may increase the target number.
- Students may play the game with a timer to “beat the clock.”

#### **Intervention**

- Teacher may reduce the target number.
- Students may play in a non-competitive fashion, where the focus is primarily subtracting to find a difference.



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<b>29 GAME</b>	<b>PLAYER #1</b>	<b>PLAYER #2</b>
<b>1</b>		
<b>2</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		

<b>53 GAME</b>	<b>PLAYER #1</b>	<b>PLAYER #2</b>
<b>1</b>		
<b>2</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		