



C'est dans la poche - soustraction

**Matériel :**

- Fichier Notebook 'C'est dans la poche - soustraction avec 0'
- Petits tableaux blancs et marqueurs effaçables pour les élèves

**Instructions :**

Diapos	Instructions
<p>De quelle façon cette soustraction</p> $\begin{array}{r} 39 \\ -17 \\ \hline \end{array}$ <p>m'aide-t-elle à résoudre celle-ci?</p> $\begin{array}{r} 40 \\ -17 \\ \hline \end{array}$ 	<p>Say, "Take a moment to look at both of these questions by yourself. Which one is easier to solve in your head?"</p> <p>Give students a moment.</p> <p>Say, "Discuss with your seat partner. Which one do you think is easier to solve in your head? Explain why."</p> <p>Say, "Who would like to share?"</p> <p>Ask, "How are these two questions the same?" <i>both subtraction</i> <i>Both – 17</i></p> <p>Ask, "How are these two questions different?" <i>40 vs 39</i></p>
<p>De quelle façon cette soustraction</p> $\begin{array}{r} 39 \\ -17 \\ \hline \end{array}$ <p>m'aide-t-elle à résoudre celle-ci?</p> $\begin{array}{r} 40 \\ -17 \\ \hline \end{array}$ 	<p>Say, "Solve 39-17 in your head."</p> <p>Say, "Explain to your seat partner how you did that."</p> <p>Ask, "Who'd like to share how to solve this?" and record on the board.</p> <p>Ask, "I don't want to start from scratch to figure out 40-17. How do I use the answer 22 to figure out the answer to question 40-17?"</p>

Qu'est-ce que je pourrais faire pour rendre cette soustraction plus facile à résoudre?

$$\begin{array}{r} 60 \\ -24 \\ \hline \end{array}$$



Say, "Let's look at this question. 60's not a very easy number to work with when subtracting. What could I change the 60 to in order to make it super easy to subtract? 59.

Say, "So, if I remove 1 from the 60, I have 59 left. What will I do with that extra 1? I know, I'll put it in my pocket for now."

Write the number 1 on the pocket image.

Say, "I don't want to forget about that one though. Don't let me forget about it!"

Say, "So if I remove 1 from the 60, what do I have left?" 59

Draw an arrow beside the 60 pointing to the right and write 59 beside that.

Say, "So now I have 59 minus"

Write "-" below the 59

Say "24".




Write "24" beside the 24 so that now you have 59-24 beside 60-24.





Solve this in your head.

Ask, "What's 59-24?" 35

Write "35".

Ask, "If 59-24 is 35, what's 60 - 24?" 36

<p>Qu'est-ce que je pourrais faire pour rendre cette soustraction plus facile à résoudre?</p> $\begin{array}{r} 90 \\ -47 \\ \hline \end{array}$ 	<p>Ask, "What will I change the 90 to?" 89  Say, "Solve 89-47" 42  Ask, "What do I do now?" <i>Add what's in the pocket.</i>  Ask, "So what's my answer?" 43</p>
<p>Qu'est-ce que je pourrais faire pour rendre cette soustraction plus facile à résoudre?</p> $\begin{array}{r} 260 \\ -23 \\ \hline \end{array}$ 	<p>Say, "Here's a puzzler! Remember, a puzzler is a bit more challenging. A puzzler will make you think. And you know what, you might not figure out the answer in the amount of time I give you but that's ok as long as you keep working. I'm going to give you 1 minute to see what you can do with this question."</p> <p>Ask, "What did you do to the 260 to make it easier to work with?" <i>Discuss.</i></p> <p>If nobody comes up with change it to 259, cover up the 2 in 260 and ask, "What would you do if it was 60 - 23?" <i>Change it to 59.</i> "So what could you change 260 to? 259."</p> <p>Say, "I'll give you another minute on this one."</p> <p>Work through on board together.</p>
<p>How would you deal with this?</p> $\begin{array}{r} 400 \\ -36 \\ \hline \end{array}$ 	<p>Say, "Another puzzler! I'll give you a minute to see what you can do."</p> <p>Discuss. <i>Change to 399</i></p> <p>Solve together.</p>

<p>How would you deal with this?</p> $\begin{array}{r} 800 \\ -57 \\ \hline \end{array}$ 	<p>Say, "Try this one."</p>
<p>How would you deal with this?</p> $\begin{array}{r} 500 \\ -132 \\ \hline \end{array}$ 	<p>Another practice question.</p>
<p>How would you deal with this?</p> $\begin{array}{r} 700 \\ -584 \\ \hline \end{array}$ 	<p>Another practice question.</p>
<p>Extra Question Space</p> 	<p>Space for you to make up extra questions IF you need it.</p>

Puzzler  
How would you deal with this?

$$\begin{array}{r} 601 \\ -243 \\ \hline \end{array}$$



Say, "Here's another puzzler. I'll give you 1 minute to work on it."

You'll see students who just change it to 600 by putting 1 in the pocket. Ask them if this is helpful. Ask them what else they could do.

Discuss. If nobody got it, follow these steps:  
Ask, "what did you do first?" *put 1 in my pocket.*

Write "1" in the pocket.

Ask, "What do I have left?" 600

Write "600 - 243"

Say, "Hmmm...that 600 isn't very helpful. What can I do to the 600 to make it easier to work with it?" *Put one in the pocket.*

Write another 1 in the pocket.

Ask, "How much do I have left? 599

Write 599-243.

Say, "Solve 599-243." 356

Ask, "Now what?" *Add 2.*

But if they say "Add 1", ask "But how much do I have in my pocket?"