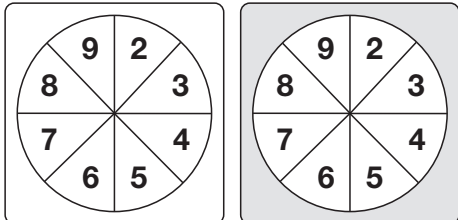


Name _____ Date _____


Spinning Differences Lab

Work with your partner to look for patterns in the differences when you spin matching spinners.



- Make a prediction: what will be the most common difference?

- Make a prediction: what will be the least common difference?



Draw
Draw a picture of the lab setup.


- How many times will you spin the spinner?
- How will you show your data?

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Spinning Differences SAB • Grade 3 • Unit 2 • Lesson 6 53

Student Activity Book - Page 53

Name _____ Date _____



Collect

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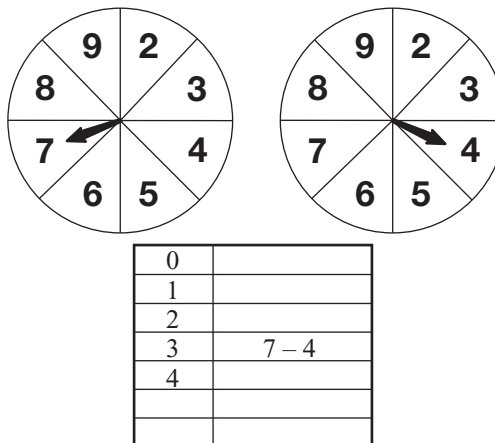
Student Activity Book - Page 55

Student Activity Book

**Spinning Differences Lab (SAB pp. 53–59)
Questions 1–9**

- Responses will vary.
- Responses will vary.

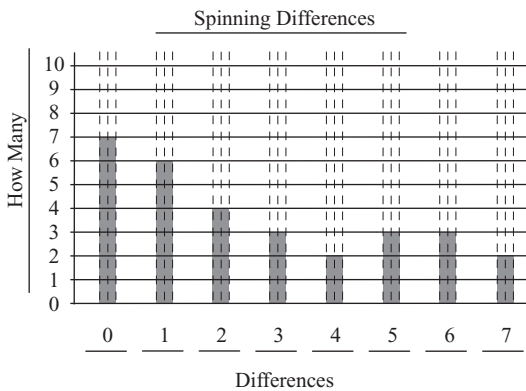
Sample drawing:



Sample data table for 30 spins:

Difference	Number Sentence	How Many
0	$6 - 6 = 0, 3 - 3 = 0, 5 - 5 = 0, 8 - 8 = 0,$ $3 - 3 = 0, 4 - 4 = 0, 2 - 2 = 0$	
1	$9 - 8 = 1, 5 - 4 = 1, 5 - 4 = 1, 6 - 5 = 1,$ $3 - 2 = 1, 4 - 3 = 1$	
2	$7 - 5 = 2, 8 - 6 = 2, 4 - 2 = 2, 9 - 7 = 2$	
3	$9 - 6 = 3, 7 - 4 = 3, 6 - 3 = 3$	
4	$8 - 4 = 4, 9 - 5 = 4$	
5	$8 - 3 = 5, 7 - 2 = 5, 9 - 4 = 5$	
6	$9 - 3 = 6, 8 - 2 = 6, 8 - 2 = 6$	
7	$9 - 2 = 7, 9 - 2 = 7$	

Sample graph for 30 spins



Possible responses for **Questions 3–5** are based on the sample data table and graph using 30 spins.

3. 0 occurred most often.
4. 4 and 7 were least often. They each were spun twice.
- 5.* I used my graph and data table to help me find these answers. On the data table I had 7 tally marks for the difference of 0 and 2 tally marks for the difference of 4 and the difference of 7. That means I spun 0 the most times and 4 and 7 the fewest times. I also looked at my graph. The bar for the difference of 0 was the tallest and the shortest bars were for the difference of 4 and the difference of 7. That means 4 and 7 were tied for the fewest number of differences.

6.*

9-9								
8-8	9-8							
7-7	8-7	9-7						
6-6	7-6	8-6	9-6					
5-5	6-5	7-5	8-5	9-5				
4-4	5-4	6-4	7-4	8-4	9-4			
3-3	4-3	5-3	6-3	7-3	8-3	9-3		
2-2	3-2	4-2	5-2	6-2	7-2	8-2	9-2	
0	1	2	3	4	5	6	7	

- 7.* 0 has the most number sentences.
- 8.* 7 has the fewest number sentences.
- 9.* In all of these number sentences, the two numbers that you subtract are the same. For example, $3 - 3 = 0$.

Date _____
Label?
Title?

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Name _____
Spinning Differences
SAB • Grade 3 • Unit 2 • Lesson 6 57

Student Activity Book - Page 57

Name _____
Date _____

3. Which difference occurred most often? _____
4. Which difference occurred least often? _____
5. Show or tell how you used tools and strategies to answer Questions 3 and 4. Write your explanation on the back of your graph.
6. Complete a chart that shows all the different subtraction number sentences you could get for each difference using the spinners below.

9-9								
	9-8							
		9-7						
			9-6					
				9-5				
					9-4			
3-3	4-3					9-3		
2-2	3-2	4-2	5-2	6-2	7-2	8-2	9-2	
0	1	2	3	4	5	6	7	

7. Which difference on the chart has the most number sentences? _____
8. Which difference has the fewest number sentences? _____
9. Look at the number sentences that have zero as the difference. Describe these number sentences. Write your description on the back of your graph.

Spinning Differences
SAB • Grade 3 • Unit 2 • Lesson 6 59

Student Activity Book - Page 59

*Answers and/or discussion are included in the lesson.

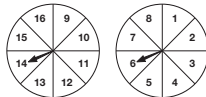
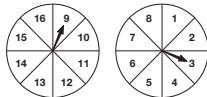
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What Is the Difference?

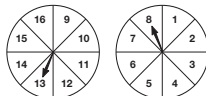
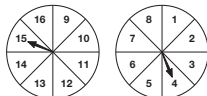


Carla and Nisha used two different spinners to make subtraction number sentences. Write a subtraction number sentence for each of their spins.



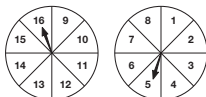
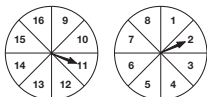
1. _____

2. _____



3. _____

4. _____



5. _____

6. _____

7. Look at the numbers on the spinners in Question 6. Will you ever be able to spin a number sentence that will have a difference of zero? Show or tell how you know.

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What Is the Difference? (SAB p. 61)

Questions 1–7

1. $9 - 3 = 6$
2. $14 - 6 = 8$
3. $15 - 4 = 11$
4. $13 - 8 = 5$
5. $11 - 2 = 9$
6. $16 - 5 = 11$
7. No, you will never get a 0.

Possible response: To get a 0 for a difference you have to subtract two numbers that are the same. One of these spinners has the numbers 9 – 16 and the other has the numbers 1 – 8 so you will never be able to spin two numbers that are the same if you are using both spinners.