

Lesson 2: Add and Subtract with Tens and Hundreds

Standards Alignments

Addressing 2.NBT.B.5, 2.NBT.B.7

Teacher-facing Learning Goals

- Add and subtract multiples of 10 or 100 to/ from a three-digit number.

Student-facing Learning Goals

- Let's add and subtract tens or hundreds.

Lesson Purpose

The purpose of this lesson is for students to add and subtract multiples of 10 and 100 within 1,000.

In grade 1, students added and subtracted multiples of 10 within 100. In a previous unit, students represented three-digit numbers with base-ten blocks, drawings, and words. Students used equations to represent three-digit numbers as sums of the value of hundreds, tens, and ones using the number and name of each unit ($235 = 2 \text{ hundreds} + 3 \text{ tens} + 5 \text{ ones}$) and using expanded form ($235 = 200 + 30 + 5$).

In this lesson, students add and subtract three-digit numbers and multiples of 10 and 100 using what they know about tens and hundreds. Students compare representations such as base-ten blocks, base-ten diagrams, and equations to understand that when adding or subtracting multiples of 10, the tens place changes and when adding or subtracting multiples of 100 the hundreds place changes (MP7, MP8).

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR7 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2
- Number cubes: Activity 1

Lesson Timeline

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

Teacher Reflection Question

In previous lessons, students represented three-digit numbers as sums of hundreds, tens, and ones. How does that understanding support students as they add and subtract multiples of 10 and 100?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

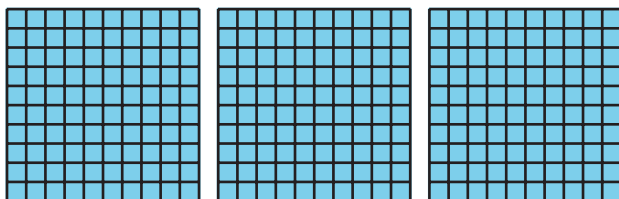
How Many Blocks?

Standards Alignments

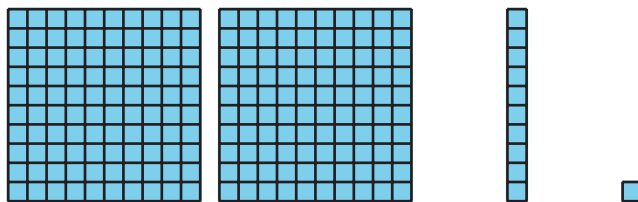
Addressing 2.NBT.B.7

Student-facing Task Statement

Tyler's blocks



Jada's blocks



1. What is the value of their blocks altogether?
2. Write an equation to show your thinking.

Student Responses

1. 511
2. Sample response: $300 + 211 = 511$