

Lesson 4: Add and Subtract Three-digit Numbers in Different Ways

Standards Alignments

Addressing 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9

Teacher-facing Learning Goals

- Add and subtract numbers within 1,000 using strategies that do not include composing or decomposing tens or hundreds.

Student-facing Learning Goals

- Let's add and subtract three-digit numbers.

Lesson Purpose

The purpose of this lesson is for students to add and subtract within 1,000 without composing a ten or hundred using place value understanding, properties of operations, and the relationship between addition and subtraction.

In previous lessons, students used what they know about counting within 1,000 and place value to subtract multiples of 10 and 100 from three-digit numbers. In this lesson, students continue to apply methods they used when adding and subtracting within 100 to add and subtract within 1,000. They also make sense of methods that are represented with equations. In the first activity, they make sense of different methods for subtracting a three-digit number from a multiple of 100. In the second activity, they make sense of methods based on adding by place. Students are invited to try the methods for adding and subtracting that they analyze in this lesson or choose any method that makes the most sense to them. They will continue to analyze and use methods based on adding and subtracting by place in upcoming lessons.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR7 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, 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

What opportunities are you giving students to reflect on their understanding of the mathematical content?

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

 5 min

Find the Sum, Find the Difference

Standards Alignments

Addressing 2.NBT.B.7

Student-facing Task Statement

Find the value of each expression. Show your thinking.

1. $382 + 216$
2. $700 - 428$

Student Responses

1. 598. Sample response:

$$300 + 200 = 500$$

$$80 + 10 = 90$$

$$2 + 6 = 8$$

$$500 + 90 + 8 = 598$$

2. 272. Sample response:

$$428 + 2 = 430$$

$$430 + 70 = 500$$

$$500 + 200 = 700$$

$$2 + 70 + 200 = 272$$