

## Lesson 10: Add within 1,000

### Standards Alignments

Building On 2.NBT.A.2  
Addressing 2.NBT.B.7, 2.NBT.B.9

### Teacher-facing Learning Goals

- Add numbers within 1,000 using strategies based on place value and the properties of operations.

### Student-facing Learning Goals

- Let's find sums within 1,000 and explain our strategies.

### Lesson Purpose

The purpose of this lesson is for students to add three-digit numbers using strategies based on place value and the properties of operations.

In previous lessons, students used properties of operations, their understanding of the count sequence, and their understanding of place value to add within 1,000. They used different methods and representations to add by place and compose tens and hundreds.

In this lesson, students choose their own methods for adding within 1,000 and share their methods with their peers. They also have opportunities to explain why they chose their methods based on the numbers in an expression. They also analyze the relationship between two numbers in an equation to find an unknown value. Students use what they know about composing units to find unknown three-digit numbers when they are partially covered.

This lesson has a Student Section Summary.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 1)

### Instructional Routines

Card Sort (Activity 1), Number Talk (Warm-up)

### Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

### Materials to Copy

- How Did You Do That? Addition Card Sort

(groups of 1): Activity 1

### 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

Unlike talking, listening is a difficult thing to observe. At what points in the lesson did you observe students listening to one another's ideas today in class? What indicators do you have that they were listening?

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

 5 min

Different Methods for Adding within 1,000

### Standards Alignments

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

### Student-facing Task Statement

495 + 305                      287 + 438                      599 + 112                      232 + 648

1.
  - a. Choose one expression and find the value by adding by place. Show your thinking.
  - b. Explain why you chose this sum.

495 + 305                      287 + 438                      599 + 112                      232 + 648

2.
  - a. Choose a different expression and find the value using a different method. Show your thinking.
  - b. Explain why you chose this sum.

### Student Responses

1.
  - a. Sample response:

- $287 + 438$   
 $200 + 400 = 600$   
 $80 + 30 = 110$   
 $7 + 8 = 15$   
 $600 + 110 + 15 = 725$

b. Sample response: I chose  $287 + 438$  to add by place because I didn't see a way to count up to get to a ten or hundred quickly and I knew I needed to compose units.

2. a. Sample response:

- $495 + 305$   
 $495 + 5 = 500$   
 $500 + 300 = 800$

b. I chose  $495 + 305$  to use a different method because I knew 495 was really close to the next hundred and I saw 305 had a 5 in the ones place. I added 5 to get to 500, then just added on 3 more hundreds.