

Lesson 10: Sumemos hasta 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

- Encontremos los valores de sumas hasta 1,000 y expliquemos nuestras estrategias.

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

Diferentes métodos para sumar hasta 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. Escoge una expresión y encuentra su valor sumando las posiciones correspondientes. Muestra cómo pensaste.
- b. Explica por qué escogiste esa suma.

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

2. a. Escoge otra expresión y encuentra su valor usando un método diferente. Muestra cómo pensaste.
- b. Explica por qué escogiste esa suma.

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.