

# Unit 5: Three-Digit Addition and Subtraction

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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The purpose of this unit is for students to be able to add and subtract three-digit numbers. Students will use a variety of strategies in order to solve the addition or subtraction problems.

## ESSENTIAL QUESTIONS

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### Module 16- Three-Digit Addition

- How can we use drawings to represent three-digit addition?
- What strategies can we use to solve three-digit addition problems?
- What is regrouping and how do we use it to solve three-digit addition problems?

### Module 17- Three-Digit Subtraction

- How can we use drawings to represent three-digit subtraction?
- What strategies can we use to solve three-digit subtraction problems?
- What is regrouping and how do we use it to solve three-digit subtraction problems?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grade 2 - Mathematics (2020)

##### 2.OA.B.2

Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

##### 2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

##### 2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

##### 2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

### 2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

### 2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

### 2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

### 2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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TECH.9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.K-2.8.1.2.AP.4 Break down a task into a sequence of steps.

## PRE-ASSESSMENTS

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Module 16- Three-Digit Addition, Are you ready?, pg. 378

Module 17- Three-Digit Subtraction, Are you ready?, pg. 398

## INSTRUCTIONAL PLAN

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### MODULE 16

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## Module 16: Three-Digit Addition

### LESSON 16.1

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<b>Student Learning Intentions (SLI) WALT:</b> <b>(We are learning to...)</b>	16.1- We are learning to draw quick pictures to represent three-digit addition.
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks and a place value chart to draw and add three-digit numbers.
<b>Success Criteria</b>	I can draw quick pictures to add three-digit numbers.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 379-380</li> <li>• Check for understanding, pg. 381</li> <li>• On your own, pg. 382</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 379B and Spark your learning pg. 379D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 379-380</p> <p><b>Guided Practice:</b> Check Understanding, pg. 381</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket</p>

	pg. 382 <b>Resources:</b> Into Math Teacher Edition Module 16
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 379c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 379c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 16.1/Interactive glossary/Poggles MX: Addition and Subtraction, Level 68, Bonus level 3</li> <li>• Almost there-Reteach 16.1</li> <li>• Ready for more- Challenge 16.1</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 381</li> </ul>

MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

## LESSON 16.2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	16.2- We are learning to apply place-value concepts when decomposing numbers to solve three-digit addition problems.
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks and place value charts to help decompose numbers to solve three- digit addition problems.
<b>Success Criteria</b>	I can break apart addends to add hundreds, tens, and ones.
<b>Formative Assessment (drives instructional</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 383-385</li> </ul>

decisions)	<ul style="list-style-type: none"> <li>• Check for understanding, pg. 385</li> <li>• On your own, pg. 386</li> </ul>
Activities and Resources	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 383B and Spark your learning pg. 383D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 383-384</p> <p><b>Guided Practice:</b> Check Understanding, pg. 385</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 386</p> <p><b>Resources:</b> Into Math Teacher Edition Module 16</p>
Suggested Modifications	<p><b>Small Group Options-</b> Page 383c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 383c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 16.2/Fluency Builder: Subtraction level 6/My learning summary</li> <li>• Almost there-Reteach 16.2</li> <li>• Ready for more- Challenge 16.2</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 385</li> </ul>

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

## LESSON 16.3

<p><b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)</p>	<p>16.3- We are learning to record three-digit addition using the standard algorithm with possible regrouping of ones or tens.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- use base-ten blocks and place value chart to help solve three-digit addition with regrouping.</li> </ul>

<b>Success Criteria</b>	I can represent and solve three-digit addition problems with regrouping.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 387-388</li> <li>• Check for understanding, pg. 389</li> <li>• On your own, pg. 390</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 387B and Spark your learning pg. 387D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 387-388</p> <p><b>Guided Practice:</b> Check Understanding, pg. 389</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 390</p> <p><b>Resources:</b> Into Math Teacher Edition Module 16</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 387c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 387c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 16.3/Interactive glossary/Poggles MX: Addition and Subtraction, Level 58, Add 2-digit and 3-digit numbers/Reader The If Game</li> <li>• Almost there-Reteach 16.3</li> <li>• Ready for more- Challenge 16.3</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 389</li> </ul>

MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

## LESSON 16.4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	16.4- We are learning to record three-digit addition using the standard algorithm with possible regrouping of both ones and tens.
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks to help find sums of three-digit addition.
<b>Success Criteria</b>	I can regroup ones and tens to find sums of three-digit numbers.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 391-392</li><li>• Check for understanding, pg. 392</li><li>• On your own, pg. 393- 394</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 391B and Spark your learning pg. 391D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 391-392</p> <p><b>Guided Practice:</b> Check Understanding, pg. 392</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 393-394</p> <p><b>Resources:</b> Into Math Teacher Edition Module 16</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 391c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 391c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 16.4/My learning summary/Poggles MX: Addition and Subtraction, Level 59, 3-digit addition/ Reader: The If Game</li><li>• Almost there-Reteach 16.4</li><li>• Ready for more- Challenge 16.4</li></ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"><li>• Reteach &amp; Challenge pg. 392</li></ul>

subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

## MODULE 17

# MODULE 17: Three-Digit Subtraction

## LESSON 17.1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	17.1- We are learning to solve problems involving three-digit subtraction by building concrete and visual models.
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks and a place value chart to help solve three digit subtraction.
<b>Success Criteria</b>	I can subtract a three-digit number without regrouping using a concrete model or a visual model.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 399-400</li> <li>• Check for understanding, pg. 401</li> <li>• On your own, pg. 402</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 399B and Spark your learning pg. 399D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 399-400</p> <p><b>Guided Practice:</b> Check Understanding, pg.401</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg.402</p> <p><b>Resources:</b> Into Math Teacher Edition Module 17</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 399c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> </ul>

	<ul style="list-style-type: none"> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 399c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 17.1/Interactive glossary</li> <li>• Almost there-Reteach 17.1</li> <li>• Ready for more- Challenge 17.1</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 401</li> </ul>
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MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

## LESSON 17.2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	17.2- We are learning to record three-digit subtraction using the standard algorithm with possible regrouping of hundreds.
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks and place value chart to help solve three-digit subtraction problems.
<b>Success Criteria</b>	I can subtract a three-digit number with regrouping using a concrete model or a visual model.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 403-404</li> <li>• Check for understanding, pg. 405</li> <li>• On your own, pg. 406</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 403B and Spark your learning pg. 403D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 403-404</p> <p><b>Guided Practice:</b> Check Understanding, pg.405</p>

	<p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg.406</p> <p><b>Resources:</b> Into Math Teacher Edition Module 17</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 403c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 403c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 17.2</li> <li>• Almost there-Reteach 17.2</li> <li>• Ready for more- Challenge 17.2/Poggles MX: Addition and Subtraction, level 61, Subtraction from hundreds</li> </ul> <p><b>Differentiation Options-</b></p> <p>Reteach &amp; Challenge pg. 405</p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

## LESSON 17.3

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>17.3- We are learning to record three-digit subtraction using the standard algorithm with possible regrouping of both hundreds and tens.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- use base-ten blocks and place value chart to help solve three-digit subtraction problems.</li> </ul>
<p><b>Success Criteria</b></p>	<p>I can regroup hundred and tens to subtract three-digit numbers.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 407-408</li> <li>• Check for understanding, pg. 409</li> </ul>

	<ul style="list-style-type: none"> <li>• On your own, pg. 410</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 407B and Spark your learning pg. 407D  <b>Mini Lesson:</b> Build Your Understanding, pgs. 407-408  <b>Guided Practice:</b>  Check Understanding, pg.409  <b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg.410  <b>Resources:</b> Into Math Teacher Edition Module 17</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 407c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 407c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 17.3/My learning summary/Game: Balloon POP!/Standards practice: Explain why addition and subtraction strategies work</li> <li>• Almost there-Reteach 17.3</li> <li>• Ready for more- Challenge 17.3/Poggles MX: Addition and Subtraction, level 64, Subtraction from any three-digit number</li> </ul> <p><b>Differentiation Options-</b>  Reteach &amp; Challenge pg. 409</p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

MA.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

## LESSON 17.4

**Student Learning Intentions (SLI) WALT: (We**

17.4- We are learning to show regrouping for subtraction with three-digit numbers with zeros.

are learning to...)	
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks and place value chart to help solve three-digit subtraction problems.
<b>Success Criteria</b>	I can represent and solve three-digit subtraction problems when there are zeros in the number I start with.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 411-412</li> <li>• Check for understanding, pg. 413</li> <li>• On your own, pg. 414</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 411B and Spark your learning pg. 411D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 411-412</p> <p><b>Guided Practice:</b> Check Understanding, pg.413</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 414</p> <p><b>Resources:</b> Into Math Teacher Edition Module 17</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 411c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 411c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 17.4/Game: Balloon POP!</li> <li>• Almost there-Reteach 17.4</li> <li>• Ready for more- Challenge 17.4</li> </ul> <p><b>Differentiation Options-</b> Reteach &amp; Challenge pg. 413</p>

MA.2.OA.B.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or

hundreds.

## LESSON 17.5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	17.5- We are learning to record three-digit subtraction using the standard algorithm when there are zeros in the minuend.
<b>Student Learning Strategies</b>	Students will: - use base-ten blocks to help solve three-digit subtraction problems.
<b>Success Criteria</b>	I can solve three-digit subtraction problems when there are zeros in the number I start with.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 416</li><li>• Check for understanding, pg. 416</li><li>• On your own, pg.417-418</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 415B and Spark your learning pg. 415D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 415-416</p> <p><b>Guided Practice:</b> Check Understanding, pg.416</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 417-418</p> <p><b>Resources:</b> Into Math Teacher Edition Module 17</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 415c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 415c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 17.5/Poggles MX: Addition and subtraction, Level 63/Game: Balloon POP!</li><li>• Almost there-Reteach 17.5</li><li>• Ready for more- Challenge 17.5</li></ul> <p><b>Differentiation Options-</b> Reteach &amp; Challenge pg. 416</p>

MA.2.NBT.A.3


Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

## LESSON 17.6

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	17.6- We are learning to record three-digit addition and three-digit subtraction using the standard algorithm with possible regrouping in all place-value positions.
<b>Student Learning Strategies</b>	Students will: -use base-ten blocks to help solve three-digit addition and subtraction.
<b>Success Criteria</b>	I can regroup to solve addition and subtraction problems with three-digit numbers.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 420</li><li>• Check for understanding, pg. 420</li><li>• On your own, pg. 421-422</li></ul>
<b>Activities and Resources</b>	<b>Warm Up:</b> Activate Prior Knowledge pg. 419B and Spark your learning pg. 419D <b>Mini Lesson:</b> Build Your Understanding, pgs. 419-420 <b>Guided Practice:</b> Check Understanding, pg.420 <b>Independent Practice:</b> On Your Own & Exit Ticket pg. 421-422 <b>Resources:</b> Into Math Teacher Edition Module 17
<b>Suggested Modifications</b>	<b>Small Group Options-</b> Page 419c <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <b>Math Center Option-</b> Page 41c <ul style="list-style-type: none"><li>• On Track- More practice for 17.6/Reader: The If</li></ul>



Game/My learning summary/Game: Balloon POP!/Standards practice: Add and subtract within 1,000

- Almost there-Reteach 17.6
- Ready for more- Challenge 17.6

**Differentiation Options-**

Reteach & Challenge pg. 420

MA.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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**REFLECTIONS**

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**INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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