Unit 3c-Add Within 1,000 Using Models And Strategies

Content Area: **Math**
Course(s): **Math 2**
Time Period: **Marking Period 3**
Length: **MP3 Topic 10 10-1 to 10-7**
Status: **Published**

Essential Questions

- What are different strategies for adding 3 digit numbers?

Big Ideas

- **Mental Math:** Students will add numbers mentally by recognizing patterns in the tens and hundreds digits of the sums.
- **Visual Models**: Students will break down numbers into hundreds, tens, and ones models to better visualize the addition strategies.
- **Place Value and Properties:** Students will use place value charts that show the structure of the base-10 number system to add.
- **Adding using a Number Line:** Students will use open number lines to develop a better understanding of the strategies of adding on.
- **Explaining Addition Strategies:** Students can use different methods such as mental math, counting up on a number line, and partial sums to add numbers. Students will solve problems using the strategy of their choice and explain why that strategy is the best to use.

CSDT Technology Integration

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Activity: Students will review addition with models and strategies using the digital math tools and activities in the EnVision kit. All students will use chromebooks for this during their Math Word rotation.

Enduring Understandings

Numbers and Operations in Base Ten

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understands the following special cases. 100 can be

thought of as a bundle of ten, tens -called a hundred.

2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

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. (Clarification: Explanations should be supported by drawings or objects).

Mathematical Practices Focus

8. Look for and express regularity in repeated reasoning.