

Lesson 1

Objective: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

3. Complete each statement.

a. $389 \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}}$

b. $187 \xrightarrow{-100} \underline{\hspace{2cm}} \xrightarrow{-10} \underline{\hspace{2cm}}$

c. $609 \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-\underline{\hspace{1cm}}} 499 \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+\underline{\hspace{1cm}}} 519$

d. $512 \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}}$

Lesson 4

Objective: Subtract multiples of 100 and some tens within 1,000.

1. Solve using the arrow way.

a.

$$570 - 200$$

$$570 - 270$$

$$570 - 290$$

Lesson 5

Objective: Use the associative property to make a hundred in one addend.

2. Add by drawing a number bond to make a hundred. Write the simplified number sentence and solve.

b. $260 + 190$

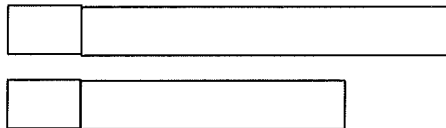
_____ = _____

Lesson 6

Objective: Use the associative property to subtract from three-digit numbers and verify solutions with addition.

1. Draw and label a tape diagram to show how to simplify the problem. Write the new number sentence, and then subtract.

b. $420 - 190 =$ _____ $=$ _____



Lesson 11

Objective: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

1. Solve using the written method and draw chips on the place value chart. Bundle when needed.

Hundreds	Tens	Ones

c. $638 + 298 = \underline{\hspace{2cm}}$

Lesson 12

Objective: Choose and explain solution strategies and record with a written addition method.

Choose the best strategy and solve. Explain why you chose that strategy.

1. $467 + 298$

Explanation:

Lesson 14-15

Objective: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

1. Solve by drawing chips on the place value chart. Then, use addition to check your work.

<p>a. $699 - 210$</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">Hundreds</td> <td style="padding: 5px 10px;">Tens</td> <td style="padding: 5px 10px;">Ones</td> </tr> <tr> <td style="border-right: 1px solid black; height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> </div>	Hundreds	Tens	Ones				<p>Solve vertically or mentally:</p>	<p>Check:</p>
Hundreds	Tens	Ones						

Lesson 16-17

Objective: Subtract from multiples of 100 and from numbers with zero in the tens place.

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle if needed.

e. $901 - 404 = \underline{\hspace{2cm}}$

hundreds	tens	ones

Lesson 18

Objective: Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

3.
 - a. Prove the student's strategy by solving both problems to check that their solutions are the same. Explain to your partner why this way works.

$799 - 542$
 $= 800 - 542$
 Now I don't have to change for smaller units!

800
 $- 542$

799
 $- 542$

Lessons 19-20

Objective: Choose and explain solution strategies and record with a written addition or subtraction method.

1. Step 1: Show your strategy to solve.
 Step 2: Find a classmate who used a different strategy, and copy his work into the box.
 Step 3: Discuss which strategy is more efficient.

a. $399 + 237 =$ _____

My strategy	_____'s strategy
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