# Lesson 7: Add and Subtract Within 1,000

## Standards Alignments

Addressing      2.NBT.B.5, 2.NBT.B.7

## Teacher-facing Learning Goals

- Add and subtract within 1,000 with and without regrouping.
- Fluently add and subtract within 100.

## Student-facing Learning Goals

- Let's add and subtract within 1,000.

## Lesson Purpose

The purpose of this lesson is for students to add and subtract within 1,000 using methods based on place value.

In previous lessons, students practiced composing and decomposing three-digit numbers in different ways. The purpose of this lesson is to connect composing and decomposing numbers to methods for adding and subtracting numbers within 1,000. The first activity encourages students to consider which sums and differences within 1,000 would be least and most challenging to find. Students are encouraged to think about what might make finding the values of some expressions more challenging. They share the methods they use to find these values. The second activity focuses only on sums within 100 and encourages students to use and share methods that help them fluently find sums and differences.

## Access for:

### ⊕ Students with Disabilities

- Engagement (Activity 2)

## Instructional Routines

MLR8 Discussion Supports (Activity 1), Which One Doesn't Belong? (Warm-up)

## Lesson Timeline

| Warm-up | 10 min |
|---|---|
| Activity 1 | 20 min |

## Teacher Reflection Question

How did students reason about which sums and differences were least and most challenging to find? What does this tell you about students' understanding of place value and number?

| Activity 2 | 15 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

# Cool-down (to be completed at the end of the lesson)          🕐   5 min

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## Student-facing Task Statement

1. Find the value of each expression.

   **a.**                          **b.**                       **c.**

   $84 - 22$                   $504 + 183$                $56 + 27$

2. Which value was the most challenging to find? Explain.

## Student Responses

1.    a. 62

      b. 687

      c. 83

2. Sample responses:

   ○ C because when you add 6 and 7 it makes a ten. I thought of $50 + 20 = 70$ and $6 + 7 = 13$ and added $70 + 13$ together.

   ○ C because I had to stop and think about how to make a ten. I thought of adding $56 + 4 = 60$ and then $60 + 23 = 83$.