Lesson 6: Represent Numbers with Expressions

Standards Alignments

Addressing 2.NBT.A.1, 2.NBT.A.3

Teacher-facing Learning Goals

- Compose and decompose numbers within 1,000.
- Create and match expressions of numbers within 1,000.

Student-facing Learning Goals

- Let's compose and decompose numbers to make equal expressions.

Lesson Purpose

The purpose of this lesson is for students to demonstrate their understanding of place value by composing and decomposing numbers within 1,000 in different ways.

In this lesson, students practice using place value reasoning to compose and decompose units to find unknown numbers and create equivalent forms of three-digit numbers. They find the unknown numbers that make expressions equivalent and match expressions that represent the same number.

Although students should have access to base-ten blocks and tools to create base-ten diagrams as needed, students should also be encouraged to reason mentally based on their understanding of place value. The work of this lesson will support students' work with adding and subtracting within 1,000 and developing students' fluency in adding and subtracting within 100.

The cool-down should be completed before the lesson synthesis so that students can share their responses during the lesson synthesis.

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Card Sort (Activity 2), True or False (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1

Materials to Copy

- Match Expressions Cards 2.9 (groups of 2): Activity 2

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

In future lessons, students will be working on developing fluency with addition and subtraction within 100. How does the work of this lesson support students in developing fluency with sums and differences within 100?

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

Think of a Time

Standards Alignments

Addressing 2.NBT.A.1, 2.NBT.A.3

Student-facing Task Statement

Prepare to discuss a time when representing 241 as 2 hundreds, 3 tens, and 11 ones might be helpful.

Student Responses

Sample response:

- It might be helpful if you needed to subtract some ones. It makes it easier to think about subtracting hundreds from hundreds, tens from tens, and ones from ones.