# Lesson 3: Add Your Way

### Standards Alignments

|  |  |
| --- | --- |
| Building On | 2.NBT.B.7 |
| Addressing | 3.NBT.A.2 |

### Teacher-facing Learning Goals

* Add within 1,000 in a way that makes sense to them.

### Student-facing Learning Goals

* Let’s add numbers within 1,000.

### Lesson Purpose

The purpose of this lesson is for students to use strategies to add within 1,000.

In this lesson, students review a variety of strategies used to add within 1,000 with an emphasis on adding hundreds and hundreds, tens and tens, and ones and ones. Students should have access to base-ten blocks.

### Access for:

### Students with Disabilities

* Engagement (Activity 1)

### English Learners

* MLR6 (Activity 2)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

* Base-ten blocks: Activity 1

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 25 min |
| Activity 2 | 10 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

What strategies are students most comfortable using to add within 1,000? How will you leverage that student understanding in upcoming lessons on addition algorithms?

## Cool-down

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

Add It Up

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.NBT.A.2 |

### Student-facing Task Statement

Find the value of . Explain or show your reasoning.

### Student Responses

475. Sample response: I added the ones to get 15, the tens to get 60, and the hundreds to get 400. Then I added to get 475.