

## Lesson 2: Addition and Subtraction Situations

### Standards Alignments

Addressing 3.NBT.A.2, 3.OA.D.9

### Teacher-facing Learning Goals

- Solve addition and subtraction problems within 1,000 in a way that makes sense to them.

### Student-facing Learning Goals

- Let's solve problems involving addition and subtraction.

### Lesson Purpose

The purpose of this lesson is for students to use addition and subtraction to solve problems within 1,000.

Prior to this grade, students used various strategies and representations to solve problems involving addition and subtraction of multi-digit numbers (first within 100, and then within 1,000).

This lesson enables the teacher to see the strategies and representations that students use, which may include base-ten blocks or diagrams, number lines, or equations. It also elicits what students know about using place value to add or subtract (for instance, combining hundreds and hundreds, tens and tens, and ones and ones). The work here prepares students to learn algorithms for addition and subtraction, which are also grounded in the same ideas.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 2)

#### English Learners

- MLR8 (Activity 2)

### Instructional Routines

5 Practices (Activity 1), Notice and Wonder (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 strategy did you anticipate today? Which did you not anticipate?

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

 5 min

How Much Taller?

### Standards Alignments

Addressing 3.NBT.A.2

### Student-facing Task Statement

The Statue of Liberty is 305 feet tall. The Brooklyn Bridge is 133 feet tall.

How much taller is the Statue of Liberty than the Brooklyn Bridge? Explain or show your reasoning.

### Student Responses

172 feet. Sample response: I drew a number line and started at 133. Then I jumped 7 to 140 and 60 more to 200. I jumped 100 to get to 300. Then, I jumped 5 more to get to 305. Finally, I added up all my jumps on the number line.  $7 + 60 + 100 + 5$  is 172.