



UNIT 4 : 3-Digit Addition & Subtraction

20 days of math lesson plans, PowerPoints & activities.

Name: _____

Level Up

Unit 4 Lesson 10

Directions: Solve each problem.

1. Appleton Apple Orchard sold 419 apples the first week of fall. During the second week of fall, the orchard sold 378 apples. How many apples did the orchard sell in the first two weeks of fall?

4.10 SUBTRACTION: NUMBER LINES

I CAN STATEMENT
I can subtract numbers using number lines.

MATERIALS
3.15 PowerPoint
3.15 printouts
place value blocks

VOCABULARY
subtraction
difference
minuend
subtrahend

Cut along the scissor lines. Glue the flaps in, write the addition and subtraction equations for the problem.

WORD PROBLEM

Addition and Subtraction

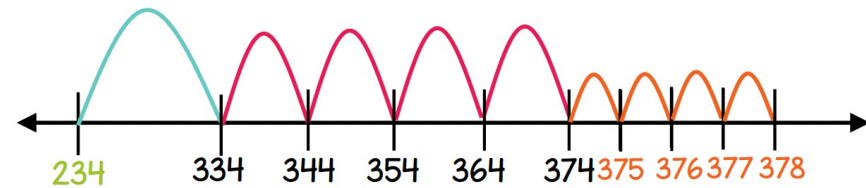
Lydia saved \$56 for a gift for her brother. The gift she picked cost \$75. How much more money does she need to buy the gift?

Harrison bought a pack of gum. He shared the gum with his friend. How much gum did each boy have?

NUMBER LINE: ADDITION

$$234 + 124 = 378$$

STEP 1:	STEP 2:	STEP 3:	STEP 4:
Place the first addend on the number line	Add the hundreds of the other addend	Add the tens of the other addend	Add the ones of the other addend and find the sum



Change each number to expanded form and then add.

$$\begin{array}{r} 526 \\ + 376 \\ \hline \end{array}$$

Rosalina was making kites. She put 309 sequins on the right side. She put 543 sequins on the left side. How many sequins did her kite have on both sides?

UNIT 4: 3-DIGIT ADDITION & SUBTRACTION *at a glance*

Day 1 Addition with Number Lines & Commutative Property	Day 2 Addition with Number Lines & Commutative Property	Day 3 Addition with Models	Day 4 Addition with Expanded Form	Day 5 Addition with Expanded Form
Day 6 Addition with Standard Algorithm	Day 7 Addition with Standard Algorithm	Day 8 Review	Day 9 Subtraction with Number Lines	Day 10 Subtraction with Number Lines
Day 11 Subtraction with Models	Day 12 Subtraction with Expanded Form	Day 13 Subtraction with Expanded Form	Day 14 Subtraction with Standard Algorithm	Day 15 Subtraction with Standard Algorithm
Day 16 Relating Addition and Subtraction	Day 17 Relating Addition and Subtraction	Day 18 Explaining Addition and Subtraction	Day 19 PBL	Day 20 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 2.NBT.7 and 2.NBT.9

Easily see your whole week at a glance with the unit pacing guide.



3-DIGIT ADDITION & SUBTRACTION

2ND
GRADE

20 FULL DAYS OF
ENGAGING MATH
LESSONS AND
ACTIVITIES.



4.16 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil
MATERIALS FOR STUDENTS: journals, scis

APPROACHING Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages.

4.4 ADDI

4.2 ADDITION: NUMBER LINE

MATERIALS
PowerPoint

VOCAB

NUMBER LINES

VOCABULARY
addition
sum
addends
commutative property

the fact fluency slides.
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tion, sum, and

n addend should
to discuss.
if the sum
and the addend
s reversed.
ts to the

4.2 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages.
Complete the first couple problems with the students. Then, allow the students to walk you through how to solve the next problem. Have students solve the remaining problems on their own and check together.

ON TRACK Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.
Model how to solve the first problem. Then, allow the students to work in pairs to solve each problem. Have the pairs sit quietly until everyone is finished. Check each answer as a group.

MASTERED Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.
Have students complete the sheet on their own. Then, pair students up to check their answers. Have them correct any mistakes with their partners.

NOTES:



Includes whole group and differentiated small group lesson plans with activities.

Subtraction: Expanded Form

Step 1: Put each number in expanded

Subtraction: Expanded Form

Step 2: Subtract! Starting in the ones

$$\begin{array}{r} 634 \\ - 223 \\ \hline \end{array}$$

Subtraction: Expanded Form

Step 2: Subtract! Now subtract the tens

$$\begin{array}{r} 634 \\ - 223 \\ \hline \end{array}$$

Subtraction: Expanded Form

Step 3: Write the difference in standard form.

$$\begin{array}{r} 634 \\ - 223 \\ \hline 411 \end{array} = \begin{array}{r} 600 + 30 + 4 \\ - 200 + 20 + 3 \\ \hline 400 + 10 + 1 \end{array}$$



Deliver great lessons with step-by-step PowerPoints for teaching math skills.



UNIT 4: 3-DIGIT ADD

Day 1 Addition with Number Lines & Commutative Property	Day 2 Addition with Num Lines & Commut Property
Day 6 Addition with Standard Algorithm	Day 7 Addition with Stanc Algorithm
Day 11 Subtraction with Models	Day 12 Subtraction with Expanded Form
Day 16 Relating Addition and Subtraction	Day 17 Relating Addition and Subtraction

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS:

Notes:

Unit 4 Assessment

Directions: Use your preferred strategy to add.

1. $53 + 29 =$

Unit 4 Lesson 5 Level Up

Directions: Use your preferred strategy to add.

Unit 4 Pre-assessment

Directions: Draw models to add or subtract.

1. $38 + 24 = 62$

2. $55 - 36 = 19$

Directions: Add or subtract each set of numbers using the number line.

3. $42 + 36 = 78$

4. $74 - 29 = 45$

Directions: Solve each problem using the standard algorithm.

5. $33 + 39 =$

6. $64 + 23 =$

7. $55 + 29 =$

8. $54 + 23 =$

9. $70 - 3 =$

Unit 4 Lesson 18

Directions: Write the addition and subtraction equation.

1. $723 + x = 854$
addition equation

Unit 4 Lesson 16 Problem Set

Directions: Draw models to find the sum.

1. $245 + 134 =$

2. $379 + 156 =$

4 Lesson 3 Homework

Directions: Draw models to find the sum.

1. $42 + 36 = 78$

Unit 4 Lesson 17 Problem Set

Directions: Use the numbers to write an addition and subtraction equation.

Unit 4 Lesson 17 Exit Ticket

Directions: Use the numbers to write an addition and subtraction equation.

Unit 4 Lesson 3 Exit Ticket

Directions: Draw models to find the sum.

1. $327 + 432 =$



Includes problem sets, homework, and exit tickets for each day.

Unit 4

Directions: Add each set of numbers using the number line to determine the best way to find the sum.

I. $538 + 293$

Unit 4

Directions: Draw models to find the sum.

Key: $\square = 100$ $| = 10$ $\bullet = 1$ Ex

5. $733 + 199$

Unit 4 **Assessment**

Name: _____

II. $763 - 255$

Directions: Draw models to subtract.

2. $473 + 499$

Unit 4

Directions: Draw models to subtract.

II. $763 - 255$

508 509 510

Key: $\square = 100$ $| = 10$ $\bullet = 1$

12. $665 - 489$

176

Skill	Addition with Number Lines	Addition with Expanded Form	Addition with Models	Addition with the Standard Algorithm	Subtraction with Number Lines	Subtraction with Models
Student	1-2	3-4	5-6	7-9	10-11	12-13
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
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	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2
	___ / 2	___ / 2	___ / 2	___ / 3	___ / 2	___ / 2

Example: $242 =$

Name: _____

Assessment Answer Key

algorithm.

8. $835 - 478 = 357$

on and subtraction equation that

an event. She purchased some gar cookies. How many rchase?

$89 - 62 = 27$

subtraction equation

and subtraction equation. Check the



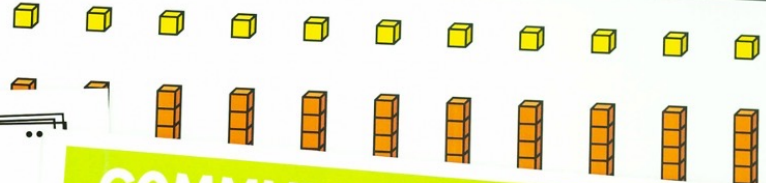
Track student progress with pre- & post-assessments and recording sheet.

Number Lines

Place Value Mat

Hundreds	Tens	Ones
----------	------	------

Place Value Blocks in Color



REGROUPING WITH SUBTRACTION

COMMUTATIVE PROPERTY

REGROUPING WITH ADDITION

NUMBER LINE: SUBTRACTION

STEP 1: Line up the numbers vertically by their place value

STEP 2: Add the ones place

STEP 3: Regroup! Move tens to the tens place. Keep the ones in the ones place

STEP 4: Add the tens place

STEP 5: Add the hundreds place to find the sum

$$\begin{array}{r} 548 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} 548 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ 548 \\ + 423 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 1 \\ 548 \\ + 423 \\ \hline 971 \end{array}$$

NUMBER LINE: ADDITION

$$234 + 124 = 378$$

STEP 1:

Place the first addend on the number line

STEP 2:

Add the hundreds of the other addend

STEP 3:

Add the tens of the other addend

STEP 4:

Add the ones of the other addend and find the sum

STEP 4:

Subtract the ones of the subtrahend to find the difference

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Cement learned skills with the included vocabulary cards, anchor charts, and tools.

TEACHER DIRECTIONS

Prep:

- Divide your class into groups of 2, 3, or 4. Print one set of answer cards, one set of question cards, and a game board for each group.
- Cut out the answer cards and place them in order with the first card face down on top. (Use a rubber band or paper clips to hold them together.)

GAME RULES

Materials:

- answer cards
- question cards
- game piece for each player
- game board
- one die
- paper to work out problems

Directions:

The question cards will be facedown in two separate stacks. All players will check the answer card and answer it. If the player is correct, he or she can roll the die and move forward that many spaces. If the player lands on "Lose a Turn," he or she must skip his or her next turn. If the player lands on "Go Again," he or she must draw another question card and repeat the steps. If the player lands on "Back 2 Spaces," he or she must move back that many spaces. If the player lands on "Lose a Turn," he or she must skip his or her next turn. If the player lands on "Go Again," he or she must draw another question card and repeat the steps. If the player lands on "Back 4 Spaces," he or she must move back that many spaces. If the player lands on "Lose a Turn," he or she must skip his or her next turn. If the player lands on "Go Again," he or she must draw another question card and repeat the steps. If the player lands on "Back 2 Spaces," he or she must move back that many spaces. If the player lands on "Lose a Turn," he or she must skip his or her next turn. If the player lands on "Go Again," he or she must draw another question card and repeat the steps. If the player lands on "Back 4 Spaces," he or she must move back that many spaces. If the player lands on "Lose a Turn," he or she must skip his or her next turn. If the player lands on "Go Again," he or she must draw another question card and repeat the steps.

7. 704 cherries

6. 740

15. $\begin{array}{r} \square \square \square \\ \square \square \square \\ \square \square \square \end{array}$ 855

14. 601

18. $500 + 20 + 6$
 $300 + 70 + 5$
1,038

19. $800 + 20 + 3$
 $200 + 10 + 5$
1,038

11. 998 hats and coats

CARD 4:
Students were using sidewalk chalk to create a path. Frida's hopscotch was 10 centimeters long. Another student's hopscotch was 50 centimeters long. How many times longer was Frida's hopscotch?

CARD 5:
Each number to the right is a multiple of 10. Write the number to the right of the number to the left of the arrow and then add them together.

CARD 6:
Use the standard algorithm to solve.
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REVIEW board game

How to Play:

- The first player picks up the first question card and answers it. Other players check the answer using the answer cards.
- If the player is correct, they roll the die, move forward that many spaces, and follow any directions on the space where they land.
- The next player draws a question card and repeats the same steps.
- The first player to go all the way around the board and reach the "start/finish" space is the winner!

NOT SO WIMPY TEACHER

CARD 2:
Rosalina was making a model of a comet. She put 309 sequins on the right side. She put 278 sequins on the left side. How many sequins did she use in all?

CARD 3:
Number to the right is a multiple of 10. Write the number to the left of the number to the right of the arrow and then add them together.

CARD 1:
Draw models to find the sum.
 $389 + 263$

CARD 8:
Draw models to find the sum.



Keep students engaged and excited to practice with board games and task cards.

HOW TO USE

There are a variety of ways to use this resource in the classroom:

- Use as a whole-group activity at the end of your addition

PBL ACTIVITY

ADDITION & SUBTRACTION



A DESERT-
THEMED PRO.
LEARNING

ANIMAL SANCTUARY

GETTING READY

There are five classes attending the field trip to the desert animal sanctuary. The table below tells you how many students and adults (including the teacher) will attend from each class. Use this information below to answer the questions on the following page.



DR. PATEL
3RD GRADE

Students	33
Adults	8

TEACHER K
3RD GRADE

Students	27
Adults	5

GETTING READY

Use the information on the previous page to answer the questions below.

1. How many total adults will be with the 2nd grade classes? 17 adults
How many total adults will be with the 3rd grade classes? 13 adults
How many adults will attend the trip altogether? 30 adults

2. How many more 2nd grade students than 3rd grade students will be on the trip?
There will be 12 more 2nd grade students than 3rd grade students.

3. Dr. Palmer, Ms. Convey, and Mr. Patel's class will ride on the first bus.
How many students will be on this bus? _____
Mr. Chen and Teacher K's class will ride on the second bus. How many students will be on this bus? _____



Includes an Animal Sanctuary-Themed Project-Based Learning Activity



ADDITION REVIEW




Directions: Read each card and record your answer in the box.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.




Draw models to find the sum.

$$\begin{array}{r} 389 \\ + 263 \\ \hline \end{array}$$

making kites. Quinn on the left put 543 on the right side. How many kites did she have?

were using sidewalk chalk to create a hopscotch. Frida's hopscotch was 437 centimeters long. Dell added another 322 centimeters to Frida's hopscotch. How long was Frida's hopscotch now?






$$\begin{array}{r} 437 \\ + 322 \\ \hline \end{array}$$




PLACE VALUE

Hundreds	Tens	ones
2	7	8

SUM

grade took a field trip to the cherry farm. Mr. Clark's class picked 283 cherries. Ms. Clark's class picked 421 cherries. How many cherries did both classes pick?

ADDITION

combining two or more numbers to find a sum

$$25 + 64 = 89$$

$$2 + 5 = 7$$


an addition problem

$$15 + 20 = 35$$

lll ↗

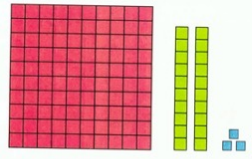
SUBTRACTION

number

$$5 - 2 = 3$$


PLACE VALUE BLOCKS

pictures that represent numbers



FORM

$$543$$


Teach with confidence; each day is fully planned for you with all the tools you need!