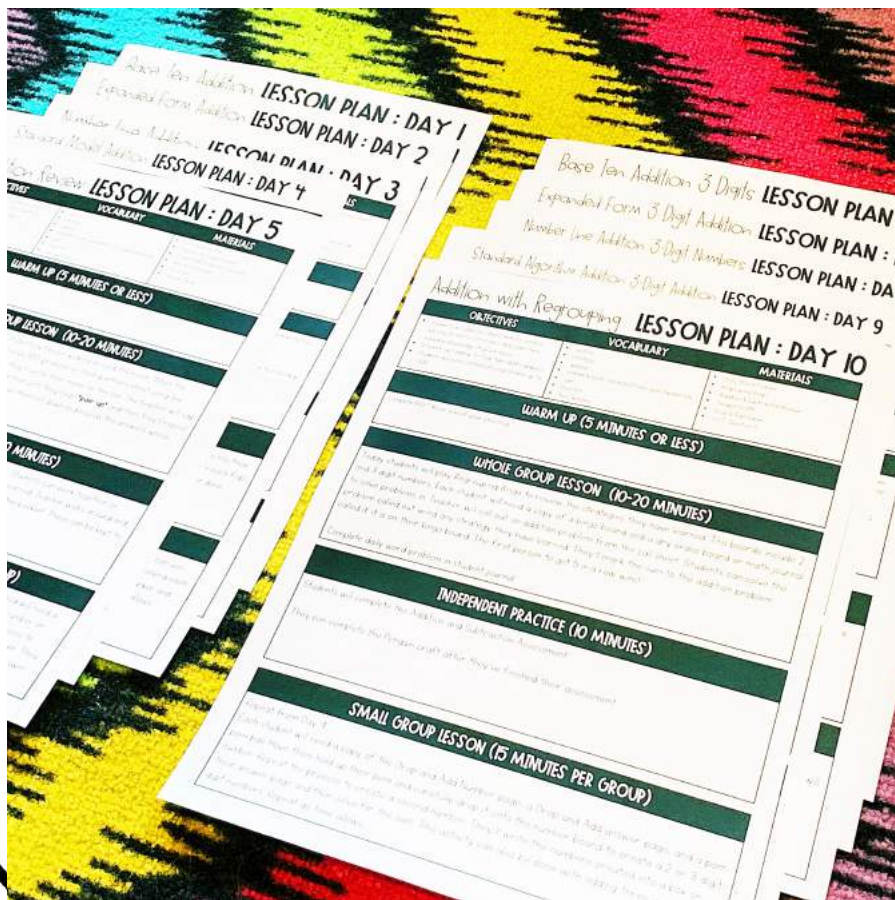


LESSON PLANS

These lesson plans were designed to be used over 10 days. They cover teaching 2-digit and 3-digit addition with regrouping along with adding three and four 2-digit numbers. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

Each day includes a warm up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).



These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are included and can be used all year long. You will not find lots of worksheets in this unit.

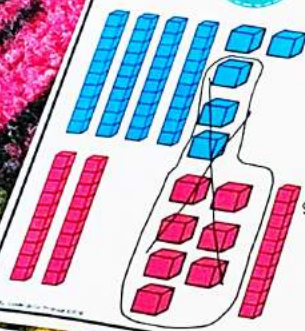
MINI POSTERS

SADDLE UP
2nd Grade

Base Ten

addition with regrouping

$$45 + 27$$



Build both addends with base ten blocks. Count the ones and regroup if there are ten or more. Then count the tens to solve for the sum.

$$72$$

Number Line

addition with regrouping

$$45 + 27$$

+10 +10 +1 +1 +1 +1 +1 +1



Draw an open number line. Write the larger addend at the beginning. Hop on the number line to find the sum.

$$72$$

Expanded Form

addition with regrouping

$$45 \rightarrow 40 + 5$$

$$+ 27 \rightarrow 20 + 7$$

Expand both addends. Add the ones. Add the tens. Write for the sum.

$$60 + 12$$

$$72$$

Standard Model

addition with regrouping

Start with the ones place and add them first. If it's ten or more, carry next door. Then add the tens.

$$\begin{array}{r} 45 \\ + 27 \\ \hline 72 \end{array}$$

DAILY WORD PROBLEM

This unit features a daily word problem each day to practice 2-digit addition with regrouping, adding 3 and 4 2-digit numbers, and 3-digit addition with regrouping in a problem solving format. These can be done during whole group the whole group lesson, independent practice time, or your small group time.

Alex the snowman ate 53 carrots at lunch and 27 carrots at dinner. How many carrots did Alex the snowman eat at lunch and dinner? Don't forget to show your work.

$$\begin{array}{r} 53 \\ + 27 \\ \hline \end{array}$$

Alex the snowman ate 80 carrots.

Mrs. Reed picked up crayons off the floor and put them into a bucket. 127 of the crayons were broken and 146 of them are not broken. How many crayons did Mrs. Reed put into the bucket? Don't forget to show your work.

$$\begin{array}{r} 127 \\ + 146 \\ \hline 273 \end{array}$$

273 crayons

There were some cars parked in the parking lot. 21 of them were black, 14 of them were white, and 22 of them were red. How many cars were there in the parking lot? Don't forget to show your work.

$$\begin{array}{r} 21 \\ 14 \\ + 22 \\ \hline 57 \end{array}$$

57 cars were in the parking lot.

ABOUT THIS SAMPLE

The following lesson plan includes day 1 of my 10 day unit. It includes everything you need for whole group instruction, small group instruction, and independent practice for an entire day.

TABLE OF CONTENTS FOR FULL UNIT

Pg. 5: About this unit

Pg.6-10: Mini Anchor Charts

Pg.11-32: Day 1 (2-Digit Base Ten Strategy)

Pg.33-36: Day 2 (2-Digit Expanded Form Strategy)

Pg.37-48: Day 3 (2-Digit Number Line Strategy)

Pg.49-54: Day 4 (2-Digit Standard Model)

Pg.55-70: Day 5 (2-Digit Addition Review)

Pg.71-83: Day 6 (3-Digit Base Ten Strategy)

Pg.84-116: Day 7 (3-Digit Expanded Form Strategy)

Pg.117-122: Day 8 (3-Digit Number Line Strategy)

Pg.123-137: Day 9 (3-Digit Standard Model)

Pg.138-151: Day 10 (2 and 3 Digit Addition Review)

Pg.152-163: Higher Order Thinking Questions

Pg.164-201: Extra Activities

Day 1

Whole Group

Introduce addition with regrouping by creating the strategy anchor chart and completing the Base Ten section. Students will create a mini chart in their journal too. Then practice building 2-digit addition problems using base ten blocks, an addition mat and regrouping the ones to create a ten. Center directions and a recording sheet are also included to use during math stations at a later time.

addition with regrouping

Base Ten

1. Build or draw the first addend with base ten blocks.
2. Repeat with the second addend.
3. Count the ones first. Is there more than 10? If yes, regroup.
4. Count to find the sum.

Expanded form

1. Expand both addends.
2. Solve vertically.

Number Line

1. Draw an open number line.
2. Write the larger addend at the start of the number line.
3. Draw hops to represent the second addend.
3. Skip count to find the sum.

68 + 37 = 105

60 + 8 = 68
30 + 7 = 37
90 + 15 = 105

addition with regrouping

Base Ten

68 + 37 = 105

Independent Practice

66 + 19

DRAW IT!

Solve It!

78 + 55

DRAW IT!

Solve It!

66 + 19 = 85

Students will practice 2-digit addition with regrouping problems using the Draw It and Solve It journal activity.

47 + 36 =

PLACE VALUE Addition

Tens ones

47 + 36 =

Small Group

Using pipe cleaners and pom pom balls, students will practice building 2-digit addition problems on their work mats and solving for the sum.

47 + 36 =

PLACE VALUE Addition

Tens ones

47 + 36 = 83

Base Ten Addition LESSON PLAN : DAY 1

OBJECTIVES

- Students will add two-digit numbers using a variety of mental strategies and algorithms based on knowledge of place value.

VOCABULARY

- addition
- addend
- sum
- base ten
- tens and ones
- strategy

MATERIALS

- Whole Group & Student Anchor Chart
- Daily Word Problem
- Base Ten Blocks
- Regrouping Cards
- Draw it and Solve it
- Place Value Mat
- Pipe Cleaners
- Pom Poms

WARM UP (5 MINUTES OR LESS)

Beat the Teacher: Put students into groups of 3-4. Each group will need one white board or one piece of paper. Write $___ + ___ = 16$ on the board. Groups will have one minute to write as many math facts that equal 16 on their whiteboard or paper. Teacher will also write facts to the sum of 16 on his/her own piece of paper. I tell groups to whisper because if I or any other group hears it, I or they can steal it! At the end of a minute, see if any groups were able to beat the teacher.

WHOLE GROUP LESSON (10-20 MINUTES)

Create an addition strategies anchor chart to introduce 2-digit addition with regrouping. Pre-make anchor chart template (see photo). Give each student a copy of the matching journal activity. Have them cut out the box and glue it into their journal. As you create the large anchor chart, students will create a matching one to keep and use as reference. Today you will only complete the base ten strategy. Draw the number 68 out in base ten form. Then underneath draw the number 37 in base ten form. Explain that when the ones add up to more than ten, you need to regroup. Use this time to remind them at ten ones can be traded out for one tens block. Count the ones that are left and then count the tens to solve for the sum.

Give each student a place value mat. Display an Addition with Regrouping Card. Have students build the first addend using base ten blocks on their mat. Then build the second addend underneath the first one on their mat. They'll practice counting the ones and regrouping to make a ten. Repeat as time allows.

Complete daily word problem in student journal.

INDEPENDENT PRACTICE (10 MINUTES)

Each student will need a copy of the Draw It and Solve It journal activity. There are 3 different pages. You can choose to give each student the same page or different pages. After gluing the problems into their journal, have students draw it out using base ten blocks under the Draw It tab. Then they'll rewrite the addition problem and solve for the sum underneath the Solve It tab. You will walk around and assist where needed.

SMALL GROUP LESSON (15 MINUTES PER GROUP)

Students will use pipe cleaners and pom pom balls to represent tens and ones. Give each student a Place Value Addition mat and a place value addition card (used in whole group lesson). You can choose to do the same problem with your entire group or assign each student a different problem. On their mat students will build their addition problem using pipe cleaners and pom pom balls. They will practice regrouping the ones to make a ten if needed. Then count the tens and ones to determine the sum.

Daily word problem. Students solve in journal using any strategy.

Alex the snowman ate 53 carrots at lunch and 27 carrots at dinner. How many carrots did Alex the snowman eat at lunch and dinner? Don't forget to show your work.

Alex the snowman ate 53 carrots at lunch and 27 carrots at dinner. How many carrots did Alex the snowman eat at lunch and dinner? Don't forget to show your work.

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Alex the snowman ate 53 carrots at lunch and 27 carrots at dinner. How many carrots did Alex the snowman eat at lunch and dinner? Don't forget to show your work.

addition

with

REGROUPING

Base Ten

Expanded Form

Number Line

Standard Model



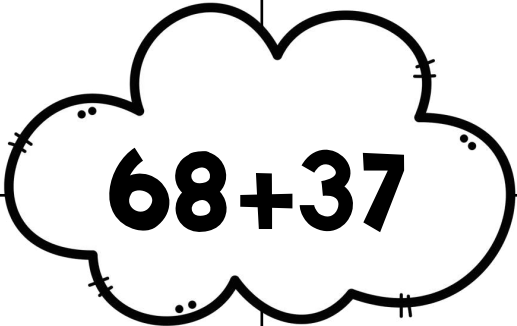
addition with **REGROUPING**

Base Ten

Expanded Form

Number Line

Standard Model



$$68 + 37$$

Directions: Fill out each box as you solve a word problem. Cut around the box. Glue into your math journal.

addition with **REGROUPING**

Base Ten

Expanded Form


$$68 + 37$$

Number Line

Standard Model

PLACE VALUE Addition

tens

ones

tens

ones

Addition Sentence

PLACE



VALUE



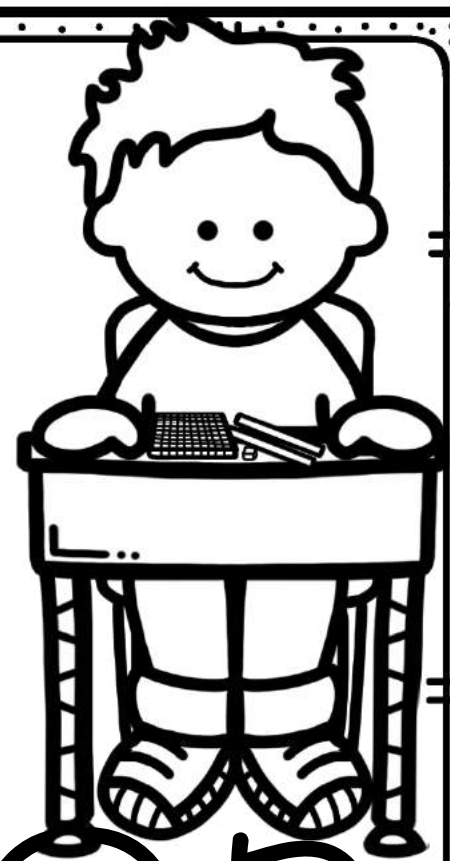
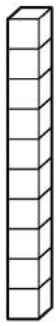
Addition



with regrouping

1. Mix up the addition cards and place them in a stack in front of you.
2. Draw the top card and build the addition problem shown on your addition mat using base ten blocks.
3. Count the ones. Do you need to regroup? Then count the tens. Solve for the sum.
4. Write your answer on your recording sheet.

PLACE



VALUE



Addition

with regrouping

1. Mix up the addition cards and place them in a stack in front of you.
2. Draw the top card and build the addition problem shown on your addition mat using base ten blocks.
3. Count the ones. Do you need to regroup? Then count the tens. Solve for the sum.
4. Write your answer on your recording sheet.

PLACE VALUE

Addition with Regrouping

Made By: Saddle Up for 2nd Grade ©2018

$$47 + 36 =$$

$$64 + 18 =$$

$$19 + 54 =$$

$$58 + 32 =$$

$$49 + 51 =$$

$$67 + 17 =$$

$$14 + 88 =$$

$$26 + 46 =$$

$$29 + 45 =$$

$$62 + 39 =$$

$$35 + 35 =$$

$$56 + 39 =$$

$$47 + 55$$

$$89 + 12 =$$

$$74 + 27 =$$

$$76 + 46 =$$

$$28 + 73 =$$

$$65 + 58 =$$

$$49 + 71 =$$

$$87 + 14 =$$

$$95 + 36$$

$$89 + 15 =$$

$$72 + 39 =$$

Name: _____

PLACE VALUE Addition



Write It

Draw It

Write It

Draw It

Write It

Draw It

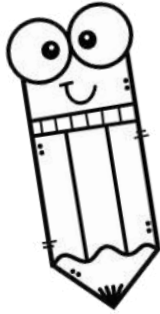
Write It

Draw It

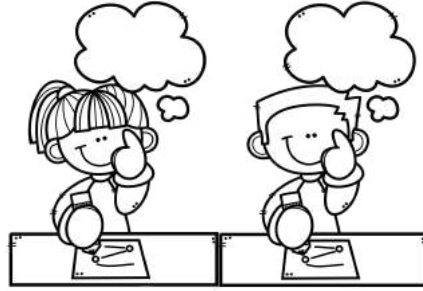
Directions: Cut around the rectangle. Cut on the line between the two boxes. Glue the top tab into your journal to create two flip flaps. Underneath the Draw It tab, draw out your problem using base ten blocks. Regroup if needed. Write the addition problem and sum underneath the Solve It tab.

$$37+26$$

DRAW it!

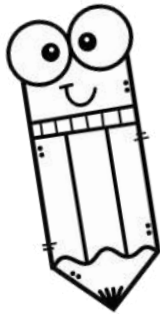


Solve It!

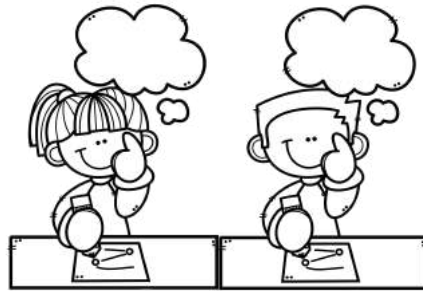


$$78+55$$

DRAW it!

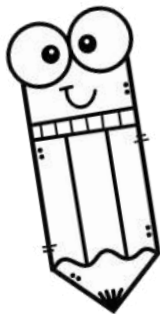


Solve It!



$$66+19$$

DRAW it!



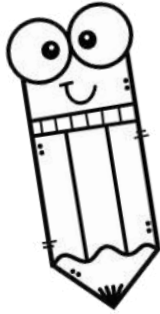
Solve It!



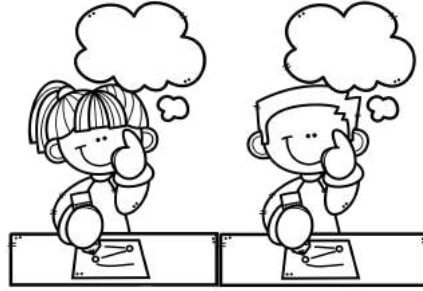
Directions: Cut around the rectangle. Cut on the line between the two boxes. Glue the top tab into your journal to create two flip flaps. Underneath the Draw It tab, draw out your problem using base ten blocks. Regroup if needed. Write the addition problem and sum underneath the Solve It tab.

$$55+28$$

DRAW it!

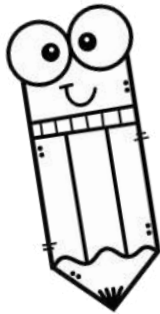


Solve It!

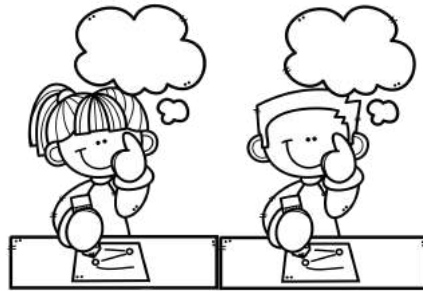


$$91+39$$

DRAW it!

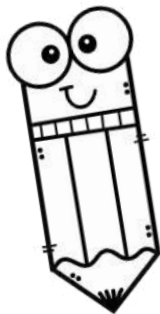


Solve It!



$$74+68$$

DRAW it!



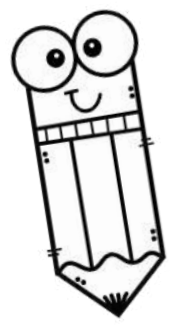
Solve It!



Directions: Cut around the rectangle. Cut on the line between the two boxes. Glue the top tab into your journal to create two flip flaps. Underneath the Draw It tab, draw out your problem using base ten blocks. Regroup if needed. Write the addition problem and sum underneath the Solve It tab.

$$26+77$$

DRAW it!

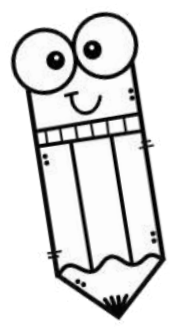


Solve It!



$$41+59$$

DRAW it!

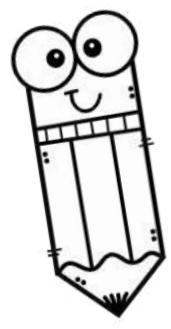


Solve It!



$$38+38$$

DRAW it!



Solve It!



Day 2

Whole Group

Complete the expanded form strategy section of the anchor chart. Students will complete this portion of their chart in their journal. Then practice multiple problems using the Expanded Form Addition Mat.

addition with REGROUPING

Base Ten

1. Build or draw the first addend with base ten blocks.
2. Repeat with the second addend.
3. Count the ones first. Is there more than 10? If yes, regroup.
4. Count to find the sum.

$68 + 37 = 105$

Expanded Form

1. Expand both addends.
2. Solve vertically based on place value.
3. Add the ones, add the tens.

$60 + 8$
 $+ 30 + 7$

 $90 + 15$

 90
 $+ 15$

 105

Number Line

1. Draw an open number line. Write the larger addend at the start of the number line.
2. Draw hops to represent the second addend.
3. Skip count to find the sum.

$68 + 37 = 105$

Expanded Form

$60 + 8$
 $+ 30 + 7$

 $90 + 15$

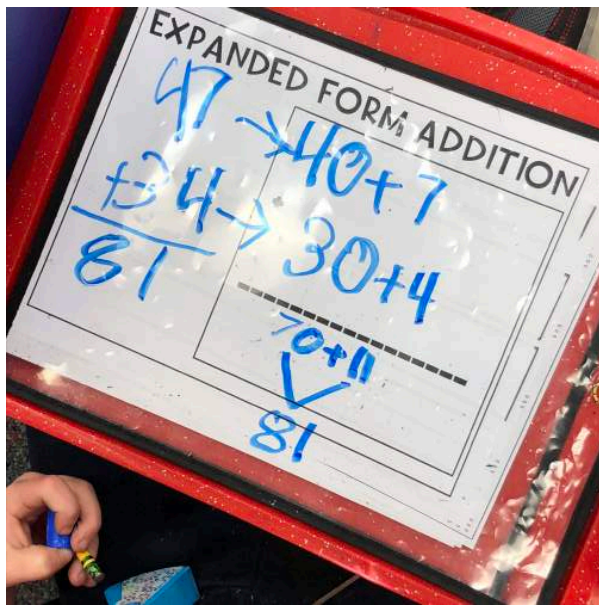
 90
 $+ 15$

 105

$68 + 37$

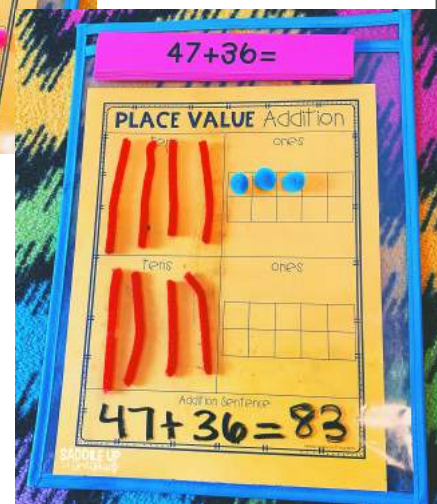
Independent Practice

Using dice, students will create their own 2-digit numbers to continue practicing regrouping on their Expanded Form Addition Mat.



Small Group

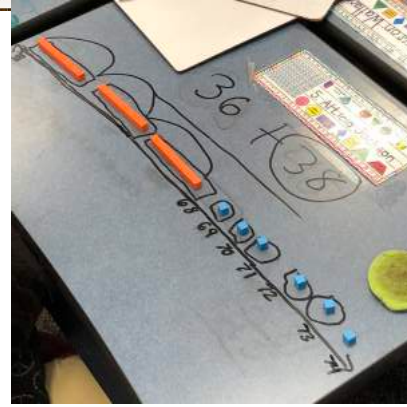
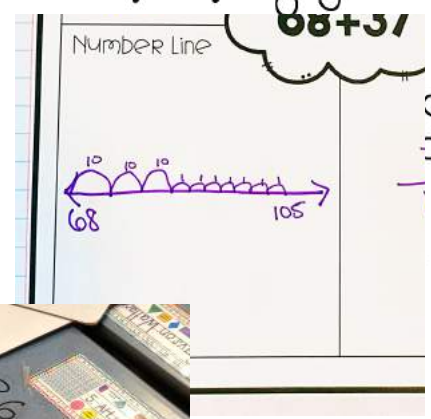
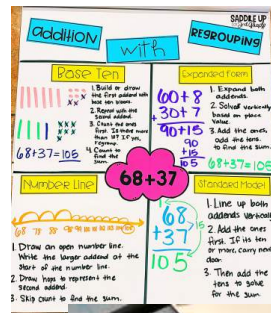
Repeat from Day 1. Using pipe cleaners and pom pom balls, students will practice building 2-digit addition problems on their work mats and solving for the sum.



Day 3

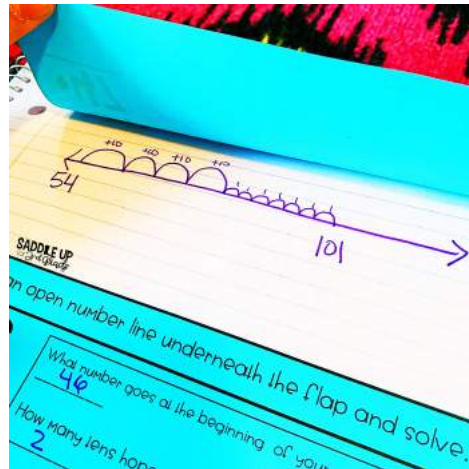
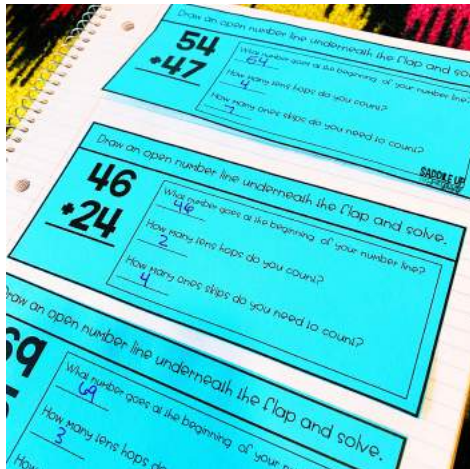
Whole Group

Complete the number line strategy section of the anchor chart. Students will complete this portion of their chart in their journal. Practice building numbers on an open number line using base ten blocks using multiple problems.



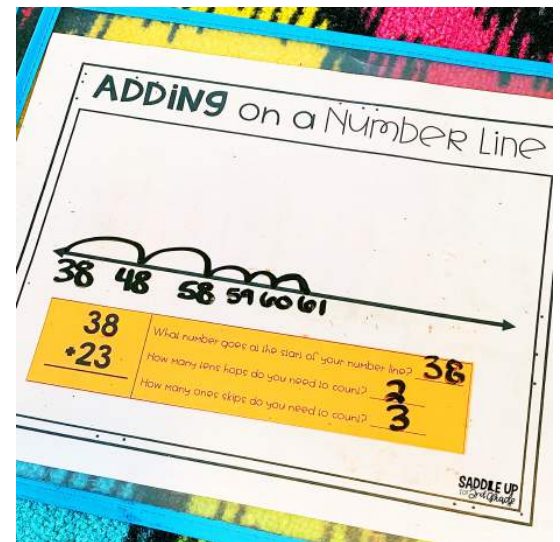
Independent Practice

Students will practice the number line strategy using the Adding on a Number Line journal activity. They will write out the steps they need to take on top of the flap and draw their number line and show the strategy under the flap.



Small Group

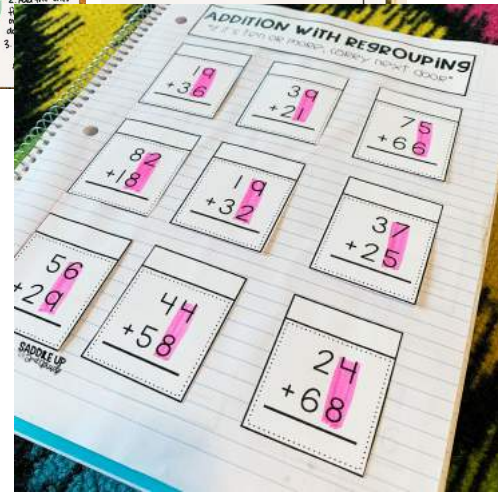
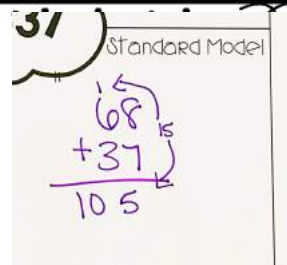
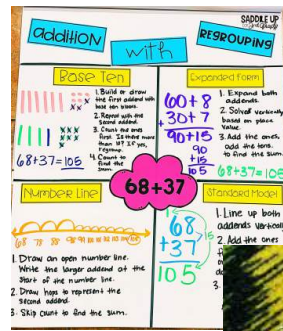
Using the Open Number Line Mat, students will practice writing the steps they need to take to solve the problem. Then they will solve with a dry erase marker on their mat.



Day 4

Whole Group

Complete the standard model strategy section of the anchor chart. Students will complete this portion of their chart in their journal. Then they'll complete the Addition with Regrouping Journal Activity to practice the standard form.



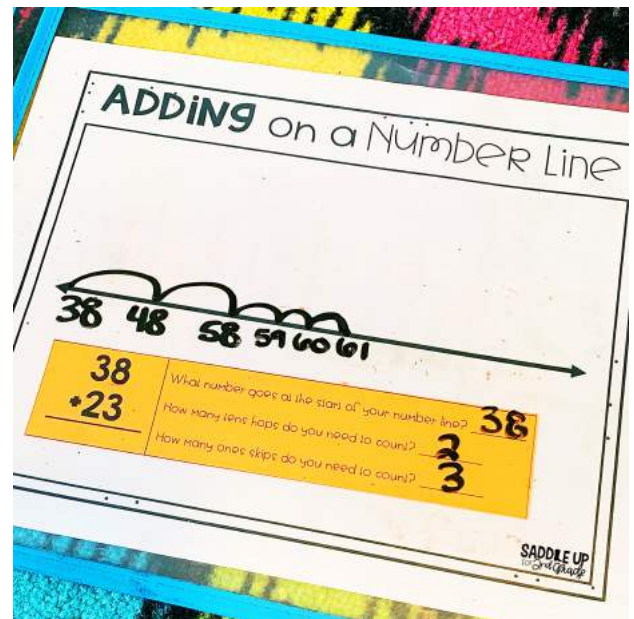
Independent Practice

Students will practice the standard model strategy by playing Magical Addition.



Small Group

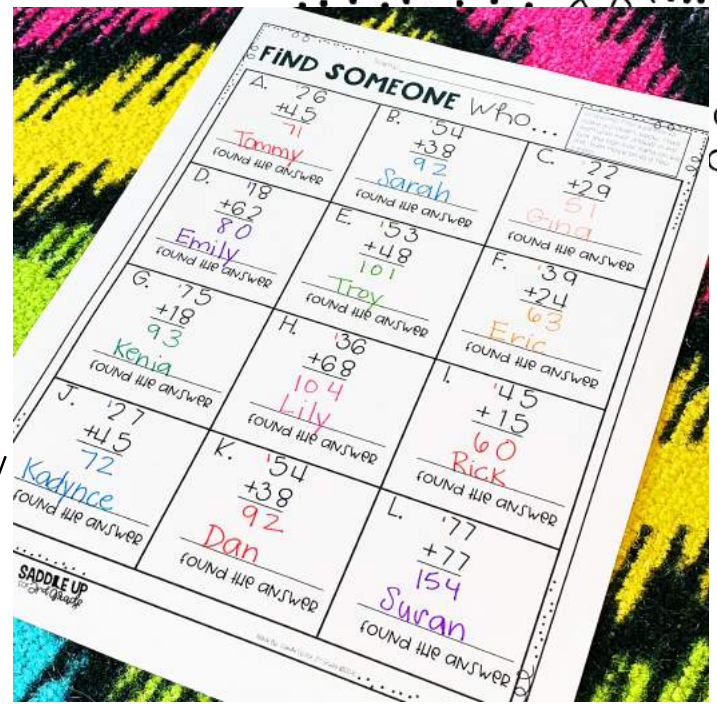
Repeat from Day 3. Using the Open Number Line Mat, students will practice writing the steps they need to take to solve the problem. Then they will solve with a dry erase marker on their mat.



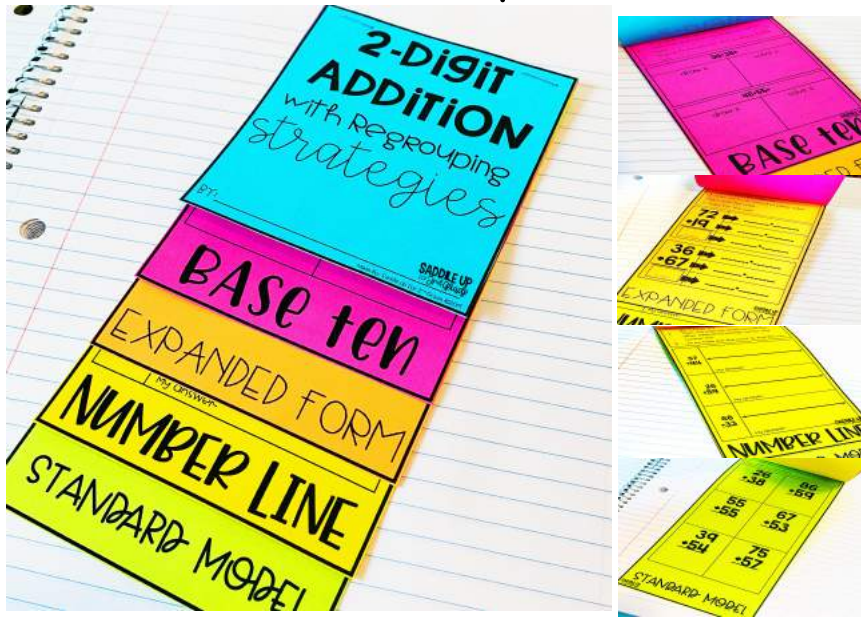
Day 5

Whole Group

Students will review addition with regrouping by playing Find Someone Who. They can solve their problems by using any strategy they've learned.



Independent Practice



Students will review the strategies they've learned by completing the Addition Strategies Booklet.

A review page is also included for assessment.

Small Group

Students will play Flip & Add to practice regrouping. 2 and 3 digit number boards are provided for differentiation. They'll use number cards to create their own addends and solve using any strategy they have learned.



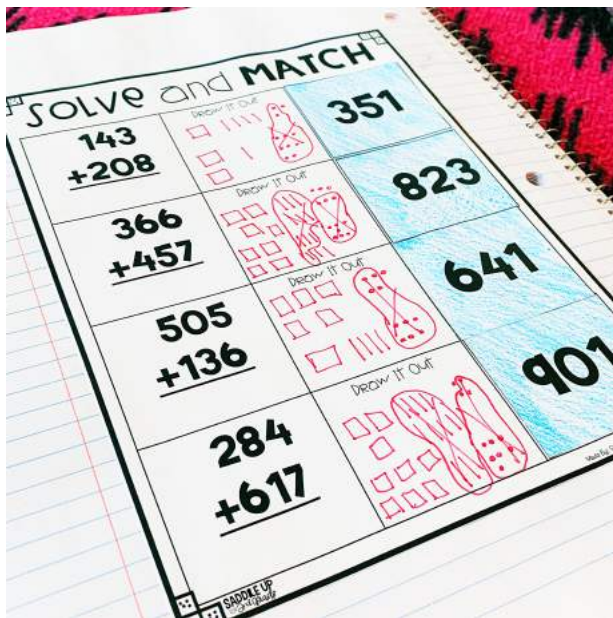
Day 6

Whole Group

Using a place value mat, cheese crackers, pretzel sticks, and skittles, students will use number cards to practice adding 3-digit numbers. They will practice regrouping the ones and tens place with these problems.



Independent Practice



Students will practice 3-digit addition by completing the Solve and Match activity.

Small Group

Repeat from Day 5: Students will play Flip & Add to practice regrouping. 2 and 3 digit number boards are provided for differentiation. They'll use number cards to create their own addends and solve using any strategy they have learned.

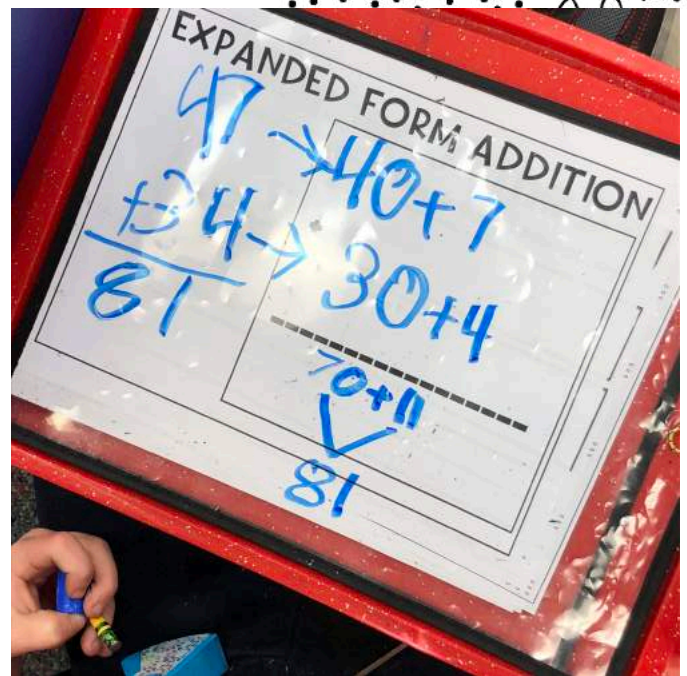


Day 7

Whole Group

Using the Expanded Form Addition Mat (from day 2), students will practice this strategy with 3-digit numbers.

Photo example of 2-digit numbers.



Independent Practice



Students will practice the expanded form method with 3-digit numbers by playing a game with task cards and headbands (sentence strips and paperclips work well too.) They will pair up and solve the problem on their partners head. Repeat this process until all problems are solved. (2-digit and 3&4 number task cards are provided in the extra files section of this unit)

Small Group

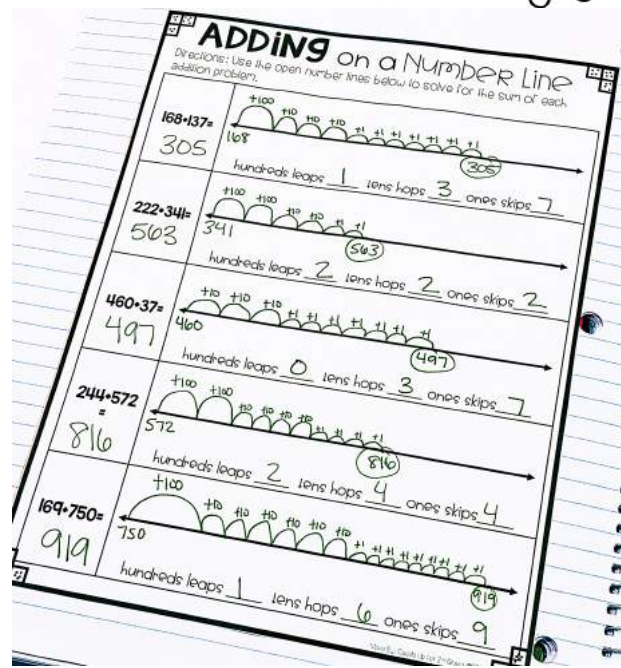
Today, they will be practicing adding three 2-digit numbers with a Spin & Add game (2 and 3 digit number boards are also provided for stations). They'll practice lining three numbers up vertically and then adding the ones place, regrouping if needed, followed by adding the tens to solve for the sum.



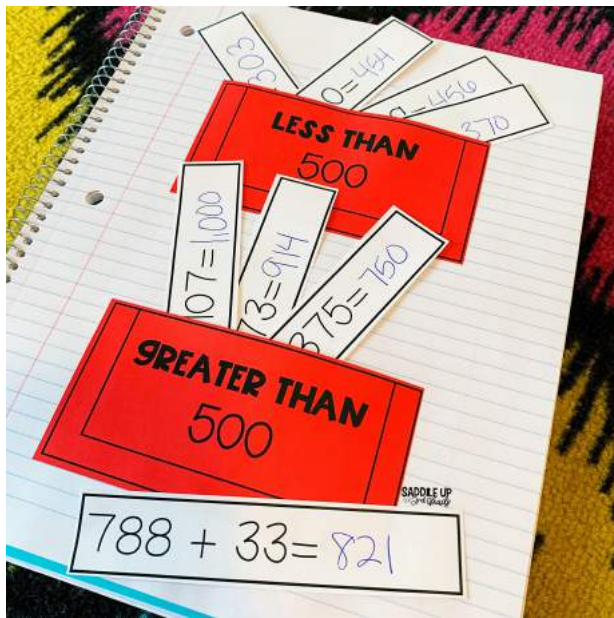
Day 8

Whole Group

Practice building numbers on an open number line using base ten blocks using multiple problems with 3-digit numbers. Then complete the Adding on a Number Line activity.



Independent Practice



Students will practice the number line strategy using the Greater Than/Less Than 500 activity. After solving their problems, they will sort them into the correct pockets based on their sum.

Small Group

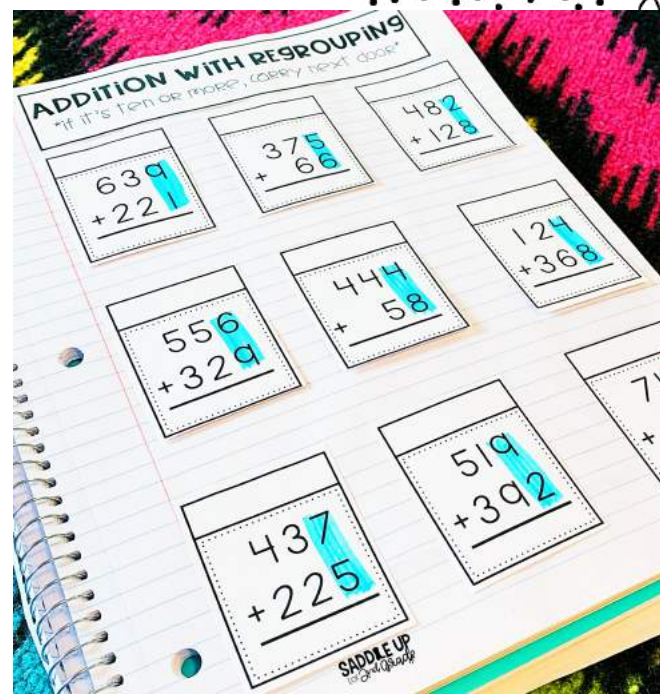
Repeat from Day 7: Today, they will be practicing adding three 2-digit numbers with a Spin & Add game (2 and 3 digit number boards are also provided for stations). They'll practice lining three numbers up vertically and then adding the ones place, regrouping if needed, followed by adding the tens to solve for the sum.



Day 9

Whole Group

Students will practice the standard model strategy using the 3-Digit Addition with Regrouping Journal Activity.



Independent Practice

Students will practice regrouping by playing Rolling Addends with a partner.



Small Group

Using pom poms, students will play Add & Drop. They will drop their pom onto their Number Mat three times to create a 3-digit number. Repeat to create a second number. Then they will add both numbers to find the sum using any strategy.



Day 10

Whole Group

Students will play Regrouping Bingo with 2 and 3 digit problems to practice the strategies they have learned.



Independent Practice

Students will complete review assessment. Then they can make the Regrouping Penguin Craft.



Small Group

Repeat from Day 9: Using pom poms, students will play Add & Drop. They will drop their pom onto their Number Mat three times to create a 3-digit numbers. Repeat to create a second number. Then they will add both numbers to find the sum using any strategy.



ASSESSMENTS

Name: _____

2-Digit Addition with Regrouping Review

Directions: Solve each problem in the box below. You can use any strategy you've learned.

1. Junior has 37 green crayons and 25 blue crayons. How many crayons does Junior have?	2. $\begin{array}{r} 56 \\ +38 \\ \hline \end{array}$	A. 32 B. 84 C. 94
3. $\begin{array}{r} 95 \\ +27 \\ \hline \end{array}$	4. Melany brought some cookies to school for her birthday. 15 of them were sugar and 17 of them were chocolate chip. How many cookies did Melany bring?	
5. $\begin{array}{r} 79 \\ +25 \\ \hline \end{array}$	A. 104 B. 94 C. 100	6. Eddie had 26 blueberries and 45 strawberries in his lunchbox. How many pieces of fruit did Eddie have?
7. Marcus was looking for birds in the sky. He saw 14 red birds and 28 blue birds. How many birds did Marcus see flying?	8. $\begin{array}{r} 46 \\ +46 \\ \hline \end{array}$	
9. $\begin{array}{r} 67 \\ +49 \\ \hline \end{array}$	10. Shelley read 87 pages in her book on Monday. She read the same amount of pages on Tuesday. How many pages of her book did Shelley read?	

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Name: _____

2-Digit Addition with Regrouping Review

Directions: Solve each problem in the box below. You can use any strategy you've learned.

1. Junior has 37 green crayons and 25 blue crayons. How many crayons does Junior have? <i>62 crayons</i>	2. $\begin{array}{r} 56 \\ +38 \\ \hline 94 \end{array}$	A. 32 B. 84 C. 94
3. $\begin{array}{r} 95 \\ +27 \\ \hline 122 \end{array}$	4. Melany brought some cookies to school for her birthday. 15 of them were sugar and 17 of them were chocolate chip. How many cookies did Melany bring? <i>32 cookies</i>	
5. $\begin{array}{r} 79 \\ +25 \\ \hline 104 \end{array}$	A. 104 B. 94 C. 100	6. Eddie had 26 blueberries and 45 strawberries in his lunchbox. How many pieces of fruit did Eddie have? <i>71 pieces of fruit</i>
7. Marcus was looking for birds in the sky. He saw 14 red birds and 28 blue birds. How many birds did Marcus see flying? <i>42 birds</i>	8. $\begin{array}{r} 46 \\ +46 \\ \hline 92 \end{array}$	
9. $\begin{array}{r} 67 \\ +49 \\ \hline 116 \end{array}$	10. Shelley read 87 pages in her book on Monday. She read the same amount of pages on Tuesday. How many pages of her book did Shelley read? <i>174 pages</i>	

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Name: _____

ADDITION WITH REGROUPING Review

Directions: Solve each problem in the box below. You can use any strategy you've learned.

1. Junior has 137 green stickers and 225 blue stickers. How many crayons does Junior have?	2. $\begin{array}{r} 456 \\ +238 \\ \hline \end{array}$	A. 632 B. 684 C. 694
3. $\begin{array}{r} 795 \\ + 27 \\ \hline \end{array}$	4. Randy brought some cookies to school for his birthday. 14 were chocolate chip, 14 were sugar, and 13 were peanut butter. How many cookies did Randy bring to school?	
5. $\begin{array}{r} 679 \\ +205 \\ \hline \end{array}$	A. 884 B. 894 C. 900	6. Wade was playing a video game. He scored 126 points before lunch and 214 points after lunch. How many points did Wade score?
7. Morgan practiced playing the piano for 223 minutes on Monday and 439 minutes on Tuesday. How many minutes did Morgan practice playing the piano?	8. $\begin{array}{r} 22 \\ 33 \\ + 16 \\ \hline \end{array}$	
9. $\begin{array}{r} 10 \\ 14 \\ 12 \\ +13 \\ \hline \end{array}$	10. Grant ran 433 miles at practice and Josh ran 208 miles at practice. How many miles did both boys run?	

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Name: _____

ADDITION WITH REGROUPING Review

Directions: Solve each problem in the box below. You can use any strategy you've learned.

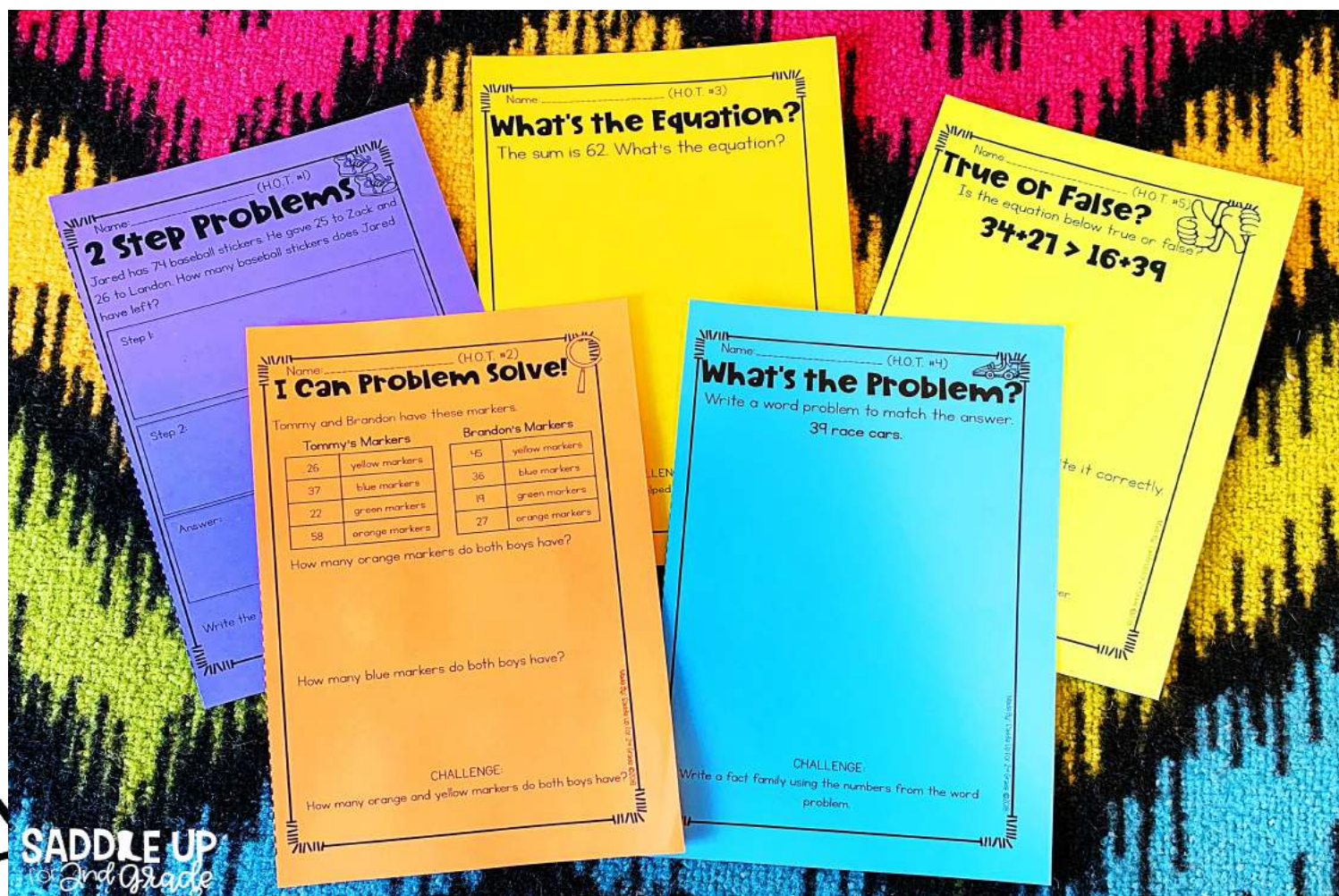
1. Junior has 137 green stickers and 225 blue stickers. How many crayons does Junior have? <i>362 stickers</i>	2. $\begin{array}{r} 456 \\ +238 \\ \hline 694 \end{array}$	A. 632 B. 684 C. 694
3. $\begin{array}{r} 795 \\ + 27 \\ \hline 822 \end{array}$	4. Randy brought some cookies to school for his birthday. 14 were chocolate chip, 14 were sugar, and 13 were peanut butter. How many cookies did Randy bring to school? <i>38 cookies</i>	
5. $\begin{array}{r} 679 \\ +205 \\ \hline 884 \end{array}$	A. 884 B. 894 C. 900	6. Wade was playing a video game. He scored 126 points before lunch and 214 points after lunch. How many points did Wade score? <i>340 points</i>
7. Morgan practiced playing the piano for 223 minutes on Monday and 439 minutes on Tuesday. How many minutes did Morgan practice playing the piano? <i>662 minutes</i>	8. $\begin{array}{r} 22 \\ 33 \\ + 16 \\ \hline 71 \end{array}$	
9. $\begin{array}{r} 10 \\ 14 \\ 12 \\ +13 \\ \hline 49 \end{array}$	10. Grant ran 433 miles at practice and Josh ran 208 miles at practice. How many miles did both boys run? <i>641 miles</i>	

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HIGHER ORDER

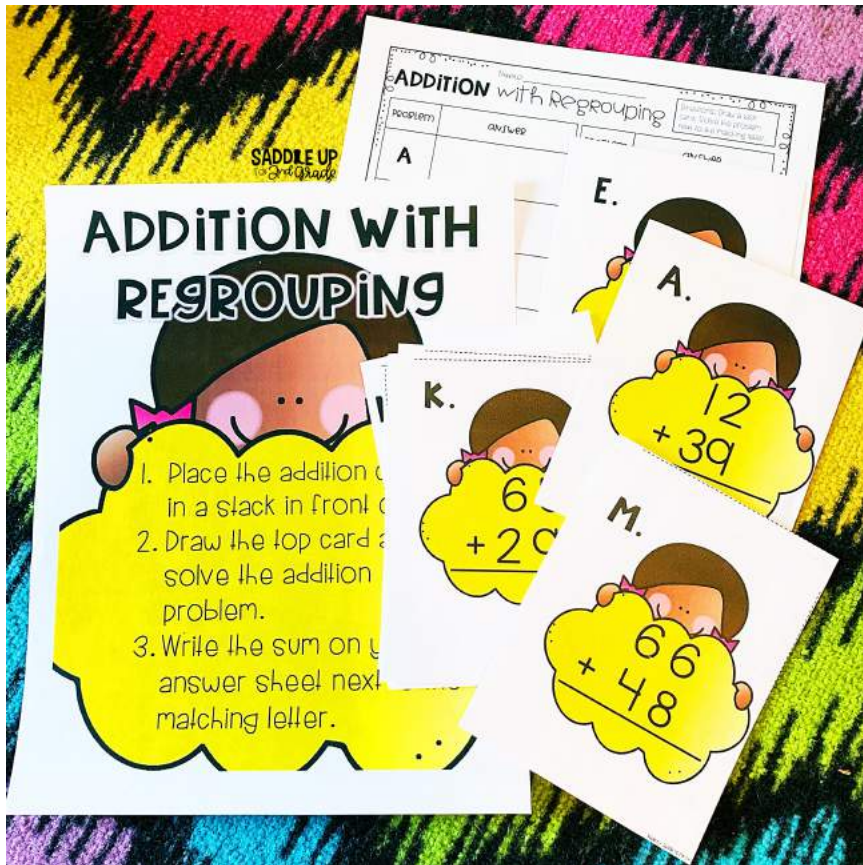
THINKING QUESTIONS

These H.O.T. tasks are to be used to guide students and get them thinking. These tasks are both challenging and fun. There are multiple types of each problem. Some include a challenge question that can be used to allow students to challenge themselves a little further. These tasks can be used during a whole group warm up, math talk time, small groups, or as exit tickets. I love to see the discussions that occur when my students walk me through their process. They show their peers new ways of thinking that help them in later tasks. They also impress me over and over again!

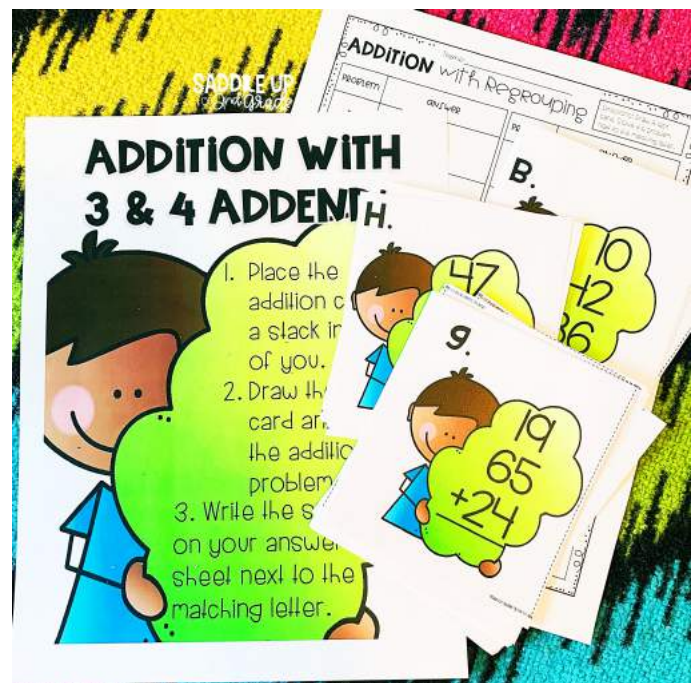
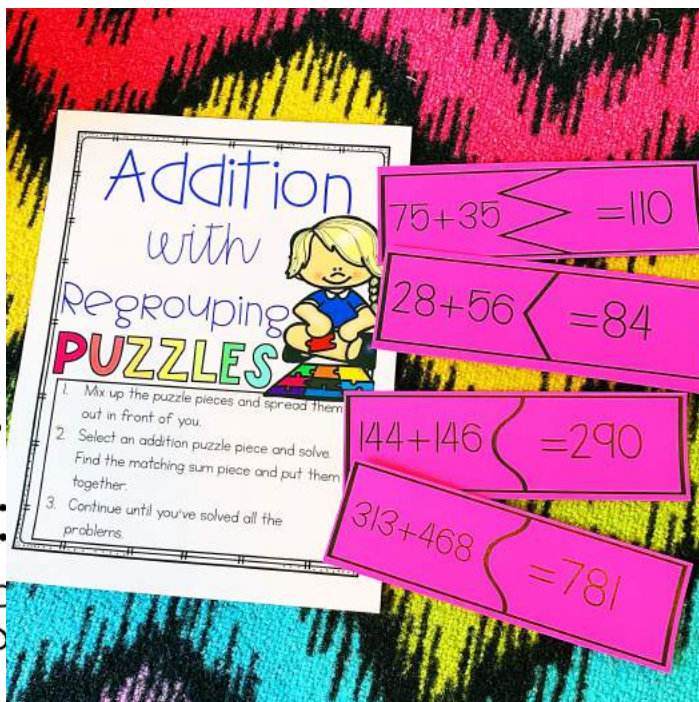


Extra Activities

These activities are extras that I've created. They can be used as a lesson alternative or to use at a later time during stations as a review.



- 2-Digit Addition with Regrouping Task Cards
- Addition with 3 and 4 Addend Task Cards
- Addition with Regrouping Puzzles



Also Available

1st Grade Guided Math Units

1st Grade Guided Math
Place Value
base ten | word form | expanded form | less and more

PLACE VALUE SCOOPS
PLACE VALUE
Roll, Build, & Draw
ALL ABOUT PLACE VALUE
Base Ten

15 days worth of lesson plans
Made By: Saddle Up for 2nd Grade

1st Grade Guided Math
Addition to 10 and Subtraction from 10
addition facts | subtraction facts | missing addends

SHOPS PARTY WAT BALANCE
BALANCING EQUATION
 $3 + 4 = 2 + 5$
The equations $3 + 4$ and $2 + 5$ are equal because they both have the sum of 7.
MAKE 10
SUBTRACTION BINGO

20 days worth of lesson plans
Made By: Saddle Up for 2nd Grade

3rd Grade Guided Math Units

3rd Grade Guided Math
Place Value and Rounding
Numbers up to 99,999 | Rounding the Nearest Ten and Hundred

COMPARING NUMBERS BLAST OFF
Roll & Compare
ROUNDING TO THE NEAREST TEN
What's the value of the number?

33,512	31,511	846	112
13,303	15,301	4,890	
5,561	4,203	629	
505	41,604	89,901	
55,561	32,189	7,405	
50,601	5,309	375	

20 days worth of lesson plans
Made By: Saddle Up for 2nd Grade

3rd Grade Guided Math
Addition and Subtraction
Properties of Addition, Estimating Sums and Differences, Regrouping

ADDING ADDITION PROPERTIES
PIN & ADD
SUBTRACTING on a NUMBER LINE
 $5(27 + 78) + 61$
59
Find the difference
 $712 - 239$
 $202 - 127$

20 days worth of lesson plans
Made By: Saddle Up for 2nd Grade