

Lesson 7: Compose a Larger Unit

Standards Alignments

Addressing 2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.8

Teacher-facing Learning Goals

- Add numbers within 1,000 using place value strategies that include composing a ten or hundred.

Student-facing Learning Goals

- Let's add three-digit numbers and compose tens or hundreds.

Lesson Purpose

The purpose of this lesson is for students to add two-digit numbers and three-digit numbers and compose a ten or a hundred. Students relate composing a hundred to composing a ten.

In previous lessons, students used their understanding of place value to add and subtract within 100 by composing and decomposing tens. Students learned that a hundred is a unit that is composed of 10 tens and composed and decomposed hundreds to name the values of base-ten blocks.

In this lesson, the number choices and the use of base-ten blocks encourage students to look for ways to add by place and to anticipate where composing a unit might be needed before adding (MP7).

Access for:

Students with Disabilities

- Representation (Activity 1)

Instructional Routines

How Many Do You See? (Warm-up), MLR8 Discussion Supports (Activity 2)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

Materials to Copy

- Walk About and Add Cards (groups of 24): Activity 2

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

In previous lessons, students were encouraged to make sense of computation methods based

Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

on counting on by place that did not explicitly compose a ten or hundred. How did students demonstrate their understanding of hundreds, tens, and ones as units in today's lesson? What evidence have you seen from students that demonstrates an understanding of composing a hundred when adding?

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

🕒 5 min

Make a Ten? Make a Hundred?

Standards Alignments

Addressing 2.NBT.B.7

Student-facing Task Statement

Find the value of $354 + 75$.

Show your thinking. Use base-ten blocks if it helps.

Student Responses

429. Sample responses:

- Students draw a base-ten diagram that shows 354 and 75 with hundreds, tens, and ones. Students group 10 tens and show composing a hundred. Diagram clearly shows 4 hundreds, 2 tens, and 9 ones as the total.
- Students draw a base-ten diagram that shows 354 and 75 with hundreds, tens, and ones. Students clearly group and label 10 tens as 1 hundred, but may not show drawing a new hundred. The diagram and student labeling clearly shows 429 as the sum.