In this sub-unit . . .
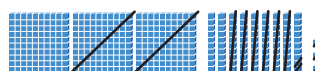
- We revisited familiar addition and subtraction strategies, including adding and subtracting by place.

298 + 305 = 603

393 − 265 = 128

- We worked with addition and subtraction algorithms using expanded form.

$$200 + 10 + 5$$
$$+ \; 100 + 60 + 2$$
$$\overline{300 + 70 + 7}$$

$$300 + \overset{30}{\cancel{40}} + \overset{11}{\cancel{1}}$$
$$- \; 200 + 10 + 6$$
$$\overline{100 + 20 + 5}$$

🔥 *Math tip:* When using an algorithm to add, if there are more than 10 ones, you need to compose a ten. If there are more than 10 tens, you need to compose a hundred.

🔥 *Math tip:* When using an algorithm to subtract, if the value of the digit you are subtracting is greater than the value of the digit you are subtracting from, you need to regroup.

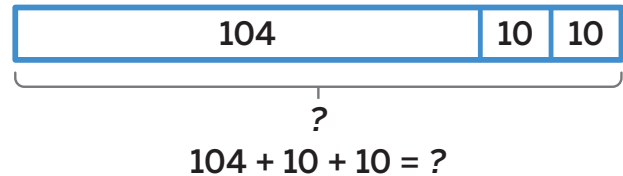- We used number lines to add and subtract.
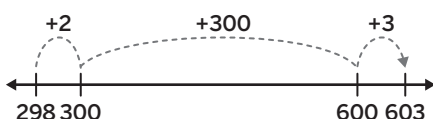
298 + 305 = 603
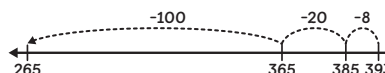
393 − 128 = 265

In this sub-unit . . .

- We represented two-step story problems with strip diagrams and equations.

Jada had 104 beads. She bought 2 more packages of beads, and each package has 10 beads. How many beads does Jada have now?

| 104 | 10 | 10 |

?

$104 + 10 + 10 = ?$

🔥 *Math tip:* Using a symbol for the unknown value helps you keep track of what the unknown value represents in the problem.

- We made sense of and solved two-step story problems.

Max received a grant of $1,000 to purchase new supplies for his next photography trip. He purchased a new camera lens for $315 and a new camera bag for $198.
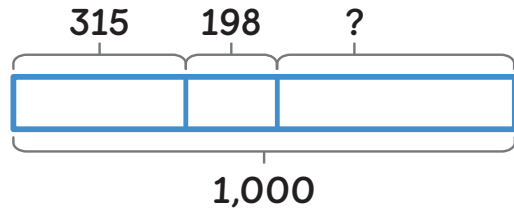
How much grant money does Max have left to purchase supplies?

315   198   ?

1,000

$$\begin{array}{r} 1\ \ 1\ \ \\ 3\ 1\ 5 \\ +\ 1\ 9\ 8 \\ \hline 5\ 1\ 3 \end{array}$$

$1{,}000 - 500 = 500$
$500 - 10 = 490$
$490 - 3 = 487$

- We compared strategies used to solve two-step addition and subtraction problems.

$525 + 125 + 28$

Strategy A	**Strategy B**
$500 + 100 = 600$	$525 + 100 = 625$
$20 + 20 + 20 = 60$	$625 + 25 = 650$
$5 + 5 + 8 = 18$	$650 + 25 = 675$
$600 + 60 + 18 = 678$	$675 + 3 = 678$

$634 - 110 - 15$

Strategy A	**Strategy B**
$634 - 110 = 524$	$110 + 15 = 125$
$524 - 10 = 514$	$634 - 125 = 509$
$514 - 5 = 509$	

In this sub-unit . . .

- We looked for patterns in the base-ten place value system.

10 ones make 1 ten

10 tens make 1 hundred

× 10   × 10   × 10

| Thousands | Hundreds | Tens | Ones |
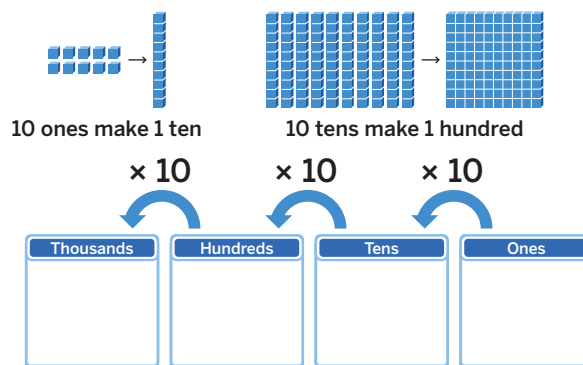
- We composed and decomposed numbers within 100,000 using objects and models.

84,003

| 10,000 | 10,000 | 10,000 | 10,000 | | 1,000 | 1,000 |
| 10,000 | 10,000 | 10,000 | 10,000 | | 1,000 | 1,000 |
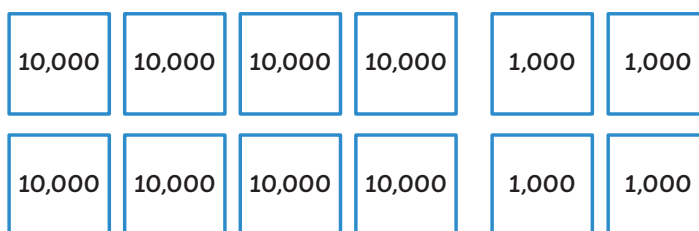
1   1   1

- We used expanded form and **expanded notation** to understand the value of each digit when written in standard form.

Write 25,030 in expanded form.
20,000 + 5,000 + 30

Write 25,030 in expanded notation.
(2 × 10,000) + (5 × 1,000) + (3 × 10)

🔥 *Math tip:* You can use what you know about place value to help you compare and order numbers.

In this sub-unit . . .

- We **rounded** numbers to the nearest ten and nearest hundred using number lines and place value reasoning.

- We used rounding to estimate amounts and observed the accuracy of rounding to the nearest ten and rounding to the nearest hundred.

  - Rounded numbers can be used to tell about how large a quantity is.
  There were about 100 people in the observation deck of the Gateway Arch in St. Louis.

  - Rounding to the nearest ten gives a more accurate estimate of a number's value than rounding to the nearest hundred.
  32 rounded to the nearest ten is 30, but rounded to the nearest hundred it is 0.

- We considered patterns in numbers that round up and numbers that round down.
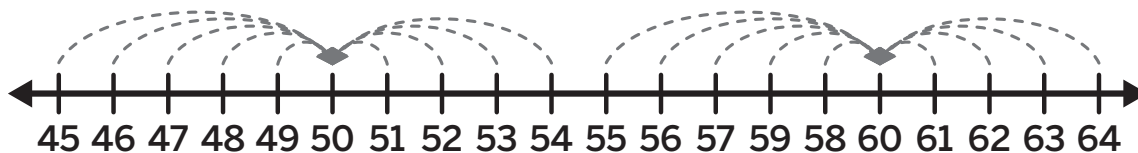
  🔥 *Math tip:* Numbers that are exactly in the middle round up to the next greater ten or hundred.