

Lesson 104

adding three two-digit numbers with a sum greater than 100

lesson preparation

materials

25 3" × 5" cards (pieces of construction paper)

Master 2-104

Fact Sheet A 2-100

the night before

- Write the following money amounts on the 3" × 5" cards using a marker:

12¢ 15¢ 17¢ 18¢ 23¢ 24¢ 26¢ 27¢ 29¢ 31¢

35¢ 36¢ 38¢ 39¢ 42¢ 43¢ 47¢ 49¢ 52¢ 54¢

56¢ 57¢ 60¢ 64¢ 66¢

- Mix the cards.

in the morning

- Write the following pattern on a paper strip and post it on the bulletin board:

2, B, 4, D, 6, F, _____, _____, _____, _____, _____, _____

Answer: 2, B, 4, D, 6, F, 8, H, 10, J, 12, L

- Write \$1.35 on the money tag. Provide a cup of 6 quarters, a cup of 10 dimes, a cup of 10 nickels, and a cup of 20 pennies.
- Allow time prior to The Meeting for the Student of the Day to fill in the date tag, put coins in the coin cup to match the amount on the tag, read the temperature to the nearest two degrees, and record it on scrap paper. Assist the Student of the Day, if necessary.
- Collect homework from the previous day. Correct and review errors with the children individually.

THE MEETING

"Today _____ is Student of the Day."

calendar

- Ask the children to spell the name of the month as the Student of the Day writes the date on the bulletin board date strip.

- Ask all of the children the following two or three times a week:
date ____ days ago, date ____ days from now
day of the week ____ days ago, day of the week ____ days from now
____th month, month before, month after

patterning

- Ask all the children to do the following:
identify the pattern (repeating or continuing)
identify the numbers and letters to complete the pattern
read the pattern together

counting

- The Student of the Day chooses a number on the hundred number chart. Randomly ask children to add or subtract ten or one. Repeat 6–10 times. Ask children to give directions for returning to the starting number.
- Count by 25's to 300 and backward from 300 by 25's.
- Count by 3's to 30 and backward from 30 by 3's.
- Do the following once or twice a week:
count by 10's to 400 and backward from 400 by 10's
count by 5's to 100 and backward from 50 by 5's
say the even numbers to 100 and backward from 50
say the odd numbers to 49 and backward from 49

weather graph

- Ask the Student of the Day to announce today's temperature.
- The Student of the Day puts a dot on the line above the date to show the temperature to the nearest two degrees.
- Count by 10's and 2's to check the temperature on the graph.
- The Student of the Day connects the dot for yesterday's temperature to the dot for today's temperature.
- Ask all children to compare the temperatures.

money

- Hold up each coin as the children count the amount of money in the coin cup.
- Ask all the children for other ways to show this amount of money. Hold up each coin as the children count to check the amount.

clock

- Ask the Student of the Day to set the clock to show the time to a five-minute interval.
- The Student of the Day shows the clock to the children and asks the following:
 - “*It’s morning (afternoon). What time is it?*”
 - time one hour ago
 - time one hour from now
 - how to write the digital time
- The Student of the Day writes the digital time on a tag and posts it on the bulletin board.

lunch/attendance graph

- The Student of the Day gives the attendance and the lunch count report.
- The Student of the Day fills in this information on the bulletin board chart.

graph questions

- The Student of the Day asks 2–3 questions about any of the classroom graphs.

chart story

- Continue the chart story. Include the Student of the Day’s birthday, the number of the day, the time for a special activity during the day, and the number of days until a special event or holiday occurs.

fact practice

- Ask the Student of the Day to choose three fact family numbers and write them on the chalkboard.
- Allow the Student of the Day to write the four fact family number sentences without help or to ask other children to participate in naming the number sentences.
- Say the fact family rhyme (rap) together several times.

THE LESSON***Adding Three Two-Digit Numbers with a Sum Greater Than 100***

“Today you will learn how to add three two-digit numbers.”

- Write the following on the chalkboard:

37¢ 25¢ 18¢

“How can we find out how much money this is altogether?”

“How should we write these numbers so we can add them together?”

- Write the following on the chalkboard:

$$\begin{array}{r} 37\text{¢} \\ 25\text{¢} \\ + 18\text{¢} \\ \hline \end{array}$$

“What will we add first?” pennies

“Let’s add the pennies together.”

“Let’s start at the top of the column and add the number of pennies.”

“What is seven pennies plus five pennies?”

“What is twelve pennies plus eight pennies?”

“Will we write 20 pennies below the pennies’ column?” no

“Why not?” because if we have more than 10 pennies, we trade them for dimes

“Can we trade 20 pennies for dimes?” yes

“How many dimes will we have?” 2

“Do we have any pennies left over?” no

“We show that like this.”

- Write the following on the chalkboard:

$$\begin{array}{r} 37\text{¢} \\ 25\text{¢} \\ + 18\text{¢} \\ \hline 2 \\ \hline 0 \end{array}$$

“Let’s start at the top of the tens’ column and add the number of dimes.”

“What is three dimes plus two dimes plus one dime plus two dimes?” 8 dimes

- Write the 8 below the 10’s column.

“Now we will play a game called Add It Up.”

- Seat the children in groups of four. Each child will need a work area. Pass out **Master 2-104**.

“Everyone in your group will choose a different number from one to four.”

“Write your number on the back of Master 2-104.”

- If there are only 3 children in a group, one child should write two numbers on the back of his/her paper.

“I have written some two-digit numbers on cards.”

- Show children a card.

“Each group will choose three cards and put them face down in the center of the group.”

“When I say go, one person will turn over the cards for their group.”

“Everyone in the group will write the three numbers in the space marked ‘Round 1’ on the recording sheet.”

“Then you will add the numbers together as we did on the board.”

“You will have two minutes to do this without talking.”

- Adjust the time, if necessary.

“When I say the word ‘compare,’ you can talk together and compare the answers on your papers.”

“Correct the answer on your paper so everyone in your group agrees on an answer.”

“When I say the word ‘chalkboard’ and a number from one to four, the children with that number on the back of their paper will go to the chalkboard and write their group’s example and the answer.”

“No one is allowed to talk while the examples are being written on the chalkboard.”

“When everyone is finished, we will check each of the answers.”

“If your group’s answer is correct, we will pretend that your group will win that amount of money.”

“Your group will lose its chance to win the money if someone in your group talks while the examples are being written on the chalkboard.”

“We will play three rounds.”

“The group with the most money at the end of the game is the winner.”

- Play the game.
 - Check the chalkboard answers. Only the children in groups with the correct answer record the amount won at the bottom of the paper.
 - Collect the money cards and repeat two more times.
- “Now add the amount you won at the bottom of the paper.”*
- Use the same procedure when adding these amounts except that the groups do not draw money cards.
 - This game can be continued on another day. Additional recording forms can be made.

CLASS PRACTICE

number fact practice

- Pass out **Fact Sheet A 2-100**.
- Time the children for five minutes.
- Read the examples and answers slowly.

- Collect the fact sheets for recording. Return the sheets to the children after recording.

WRITTEN PRACTICE

- Distribute **Worksheet 104A/104B**.
- Read and review each problem with the children.
- Assist children as they work.
- Correct Side A with the children.
- Read and review directions for the problems on Side B.
“Who would like to share something you learned in math today?”
- Provide 2–3 minutes for sharing. Allow as many children as possible to respond. Provide appropriate feedback and reinforcement.

Name _____ **MASTER 2-104**
Math 2

Add it Up

Round 1

Dollars	Dimes	Pennies

Round 2

Dollars	Dimes	Pennies

Round 3

Dollars	Dimes	Pennies

Amount Won

Dollars	Dimes	Pennies	
			Round 1
			Round 2
			Round 3
			Grand Total


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Name _____ **LESSON 104A**
Math 2


Date _____

(Measure this line segment using inches. 3 ")

(Measure this line segment using inches. 4 ")

- There are 25 children in Room 12. Eighteen of those children chose math as their favorite subject. There are 24 children in Room 14. Nineteen of those children chose math as their favorite subject. Altogether, how many children chose math as their favorite subject?
Number sentence 18 + 19 = 37 children Answer 37 children
- Fill in the correct comparison symbol (>, <, or =).
 $4 + 2 = 7 - 1$ $4 + 4 < 5$ $7 - 2 > 4$
- Write a mixed number to show how many squares are shaded.

3 $\frac{1}{4}$
- Write these numbers in order from least to greatest.

265	391	319	256
least			greatest

256	265	319	391
least			greatest
- How much money is this?



Write the amount two ways. 39¢ \$0.39
- Find the answers.

59	42	35
+ 73	87	54
132	+ 21	+ 69
	150	158


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Name _____ **LESSON 104B**
Math 2

Date _____

- There are 28 children in Room 17. Twenty-one of those children chose summer as their favorite season. There are 26 children in Room 18. Nineteen of those children chose summer as their favorite season. Altogether, how many children chose summer as their favorite season?
Number sentence 21 + 19 = 40 children Answer 40 children
- Fill in the correct comparison symbol (>, <, or =).
 $4 - 3 < 7 - 5$ $6 + 6 > 3 + 3$ $8 + 3 > 6$
- Write a mixed number to show how many circles are shaded.

2 $\frac{3}{4}$
- Write these numbers in order from least to greatest.

452	573	425	537
least			greatest

425	452	537	573
least			greatest
- How much money is this?


Write the amount two ways. 29¢ \$0.29
- Find the answers.

46	53	79
+ 92	20	27
138	+ 38	+ 53
	111	159

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