



## Topic G

# Finding 1, 10, and 100 More or Less Than a Number

**2.NBT.2, 2.OA.1, 2.NBT.8**

<b>Focus Standard:</b>	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s
<b>Instructional Days:</b>	3	
<b>Coherence -Links from:</b>	G1–M6	Place Value, Comparison, Addition, and Subtraction to 100
<b>-Links to:</b>	G2–M4	Addition and Subtraction Within 200 with Word Problems to 100

The module closes with questions such as, “What number is 10 less than 402?” and “What number is 100 more than 98?” As students have been counting up and down throughout the module, these three lessons should flow nicely out of their work thus far (**2.NBT.2**). They provide a valuable transition to the addition and subtraction of the coming module, where *more* and *less* will be re-interpreted as addition and subtraction of one, ten, and a hundred (**2.NBT.8**). The language component of this segment is essential, too. Students need to be encouraged to use their words to make statements such as, “452 is 10 less than 462 and 100 less than 562.” This allows for greater understanding of comparison word problems (**2.OA.1**) wherein the language of *more* and *less* is a constant presence.

## A Teaching Sequence Toward Mastery of Finding 1, 10, and 100 More or Less Than a Number

- Objective 1: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.**  
(Lesson 19)
- Objective 2: Model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.**  
(Lesson 20)
- Objective 3: Complete a pattern counting up and down.**  
(Lesson 21)