NO PREP WORKSHEETS

2ND – 3RD GRADE

THREE-DIGIT ADDITION

KEEP SCROLLING TO SEE WHAT'S INSIDE!

WHAT'S INCLUDED?

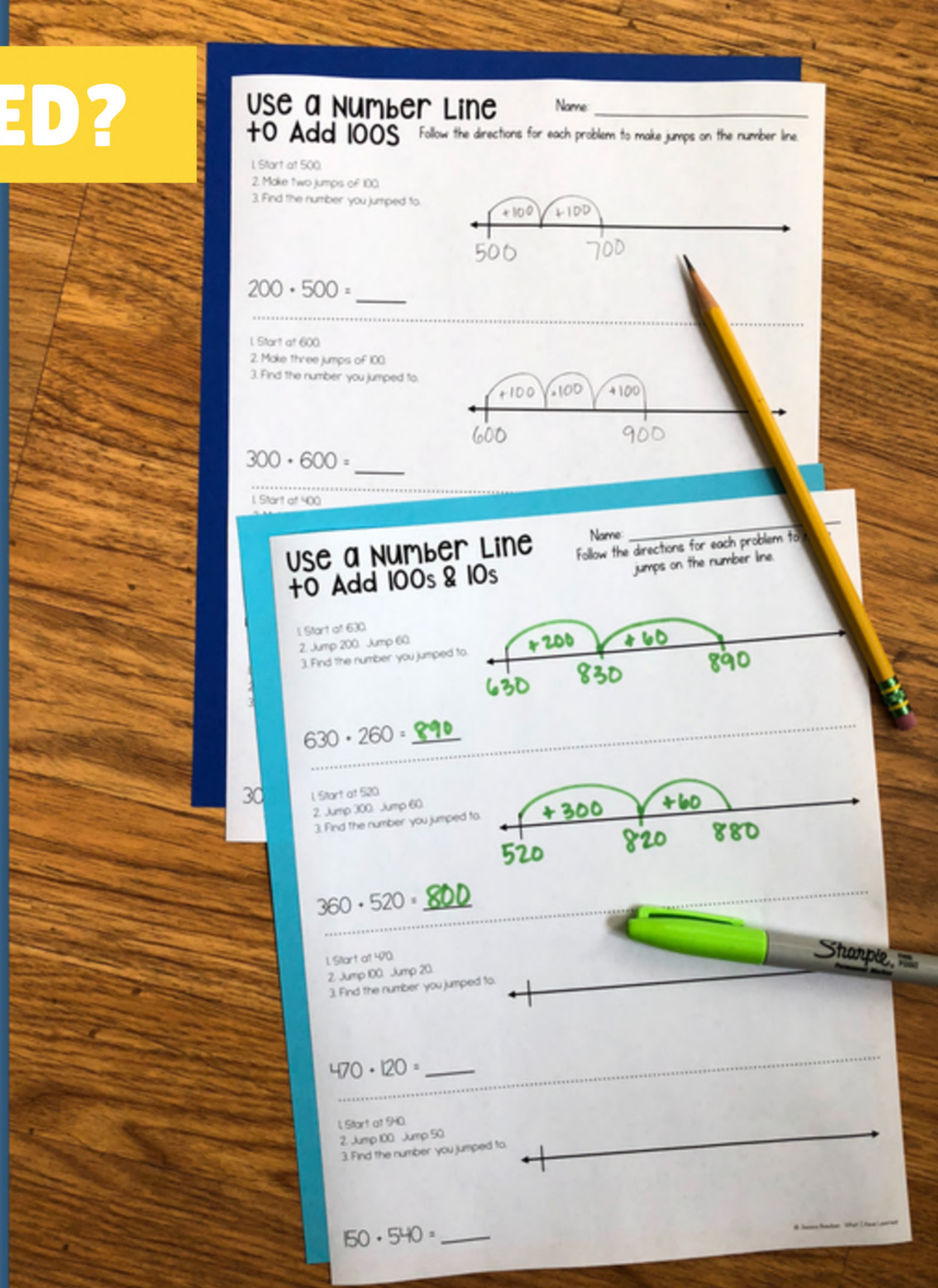
5 Scaffolded Levels:

- Level 1: Add Hundreds
- Level 2: Add Hundreds & Tens (No Regrouping)
- Level 3: All Place Values (No Regrouping)
- Level 4: Regrouping (Ones, Tens, or All Places)
- Level 5: Mixed Practice

🧮 **Strategy-Specific Worksheets**

- Base-10 Blocks
- Open Number Lines
- Break Apart
- Vertical Addition
- “Add with Vs”
- Compare the Strategy pages

📊 **Scaffolded Practice**



Level One Adding 100s

This section helps students to
for adding 100's. Students lea
jumps of 100 on a number line
base-10 blocks to solve equ

Students will be practicing the
using the most basic three-dig
problems so they will understa
add by 100s and how to use the

The following number lines can b
and cut apart to be used over
again for a variety of prob

Level Two Adding Hundreds and Tens

on the previous level
adds a tens digit. St
hat they must pay a
e value when adding

Level Three Adding without Regrouping

Utilizing the strategies learned at the previous levels, students practice adding without regrouping. This is where students

Level Four: Adding with Regrouping

Utilizing the strategies learned in the previous levels, students work on adding with regrouping. This is where students start to transition from using models to using numerical strategies.

here are four parts to this se
strategies are repeated in ea
A: Regrouping Is only
B: Regrouping 10s only

Part A: Regrouping Is only

Only the ones place has numbers that need regrouping. The tens place is regular addition without regrouping.

Part B: Regrouping 10s only

Only the tens place has numbers that need regrouping. The ones and hundreds places is regular addition without regrouping.

Part C: Regrouping 10s or Is

Only one place value, tens or ones, is regrouped in these problems. The other places are regular addition without regrouping. Students must recognize which place needs regrouping.

Part C: Regrouping ALL places, except 100s

In this section, both 10s and Is require regrouping. All sums are below 1000.

Level Five Extra Mixed Practice

This section further develops students' skills of determining when to regroup and when not to regroup. This level is a combination of levels 4.C and 4.D above where students regroup 10s or Is or both. Problems are mixed on each page.

The strategies and models of the previous sections are repeated in this section.

This section also includes 0 in the addends.

FIVE LEVELS THAT MOVES FROM SIMPLE TO COMPLEX!

Use a Number Line to Add 100s

Name: _____

Follow the directions for each problem to make jumps on the number line.

1. Start at 500.
2. Make Four jumps of 100.
3. Find the number you jumped to.

400 + 500 = ____

1. Start at 300.
2. Make two jumps of 100.
3. Find the number you jumped to.

300 + 200 = ____

1. Start at 400.
2. Make three jumps of 100.
3. Find the number you jumped to.

300 + 400 = ____

1. Start at 600.
2. Make two jumps of 100.
3. Fi

Use Base-10 Blocks to Add 100s

Name: _____

Draw the base-10 blocks for each addend. Count by 100s to find the

400 + 500 = ____

500 + 200 = ____

800 + 100 = ____

300 + 500 = ____

400 + 200 = ____

Compare the Strategies

Name: _____

Solve each problem by using a number line AND using base-
Circle the strategy you like the best.

500 + 400 = ____

500 + 40

300 + 300 = ____

300 + 30

Find a Pattern

Name: _____

Use the addition fact to find a pattern when adding 100s.

5 + 2 = ____
5 + 3 = ____
2 + 6 = ____
50 + 20 = ____
50 + 30 = ____
20 + 60 = ____
500 + 200 = ____
500 + 300 = ____
200 + 600 = ____
2 + 7 = ____
3 + 2 = ____
3 + 1 = ____
20 + 70 = ____
30 + 20 = ____
30 + 10 = ____
200 + 700 = ____
300 + 200 = ____
300 + 100 = ____
3 + 6 = ____
5 + 4 = ____
2 + 4 = ____
30 + 60 = ____
50 + 40 = ____
20 + 40
+ 1 = ____
+ 10 = ____
+ 100 = ____

Break Apart the Addends

Name: _____

Using the problem on the left, break apart the addends, add each part, then put it back together.

1. Expand each number
2. Add the hundreds
3. Add the tens
4. Put it back together

620 → + 330 →

550 → + 320 →

730 → + 210 →

270 → + 420 →

210 → + 770 →

430 → + 160 →

620 →

Add With VS

Name: _____

Add the hundreds together. Add the tens together. Then add the hundreds to tens

510 + 170 =
630 + 150 =
230 + 750 =
820 + 160
680 + 110 =
540 + 22
470 + 320 =
240 + 540 =

+ =

Vertical Adding by Place Value

Name: _____

Add the hundreds. Write the sum. Add the tens. Write the sum. Add the ones. Write the sum. Add all the places.

710 + 230
420 + 520
330 + 140
630 + 310
550 + 230
350 + 210

hundreds
tens
ones

STRATEGY PRACTICE PAGES FOR EACH LEVELS!

DIGITAL VERSION

Template Pages

The following pages are templates of the main strategy pages. Use them to write in problems for your students or use the included Powerpoint file to type in problems.

Click here to upgrade to the FREE Digital Version.









WAYS TO USE IN THE CLASSROOM

⭐ **Math Centers –** Focus on one strategy at a time

👩‍🏫 **Small Groups –** Target specific regrouping needs

📝 **Independent Practice –** Reinforce place value understanding

🎯 **Intervention –** Build number sense step-by-step

📊 **Strategy Comparison Lessons –** Discuss which method works best

📂 **Companion to Three-Digit Addition Unit**

YOU WILL LOVE THIS BECAUSE



Builds True Number Sense

Students understand why addition works instead of memorizing borrowing steps.



Highly Organized and Scaffolded

Clearly structured levels help students progress from simple addition to full regrouping with confidence.



Print-and-Go + Digital Options

No-prep printables and Google Slides make it simple to teach anywhere—whole group, centers, or homework.

TEACHERS LOVE IT!

Great resource! Easy to use, easy to differentiate. Students were engaged in using this resource!

Luna H.

This was a great resource to help move students from the concrete stage to the representational stage and finally to the abstract when adding and subtracting three digit numbers. I was able to show students different strategies to add and subtract. Thank you!

Claudia L.



My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have LEARNED