



ELEMENTARY MATH PROJECT

Grade 3

Key Number Concept 1: Place Value

Sample Week at a Glance

Before this week of lessons, grade 3 students will have developed an understanding of 100 and other century numbers and had some experience representing three-digit numbers with concrete materials and symbolic forms. They will have learned to play the math games Three-Digit Face Off and Place the Digits as a whole class. The students have been introduced to adding and subtracting three-digit numbers.

Monday	<p>Read excerpts from <i>Animals by the Numbers</i> by Steve Jenkins inviting conversation about how numbers help us understand our world</p> <p>Pose a problem inspired by the book or invite students to choose an animal and create a mini-project highlighting numbers about that animal (size, population, distance traveled, amount of food, etc)</p> <p>Closing circle - share and discuss numbers used and compare animal's numbers with a partner</p>
Tuesday	<p>Same but Different routine: comparing 428 and 824</p> <p>Math Workshop</p> <ul style="list-style-type: none">-exploring place value relationships through base ten blocks-Three-Digit Face Off game-Counting Collections between 100-300-Teacher led small group instruction: reading and writing two or three-digit numbers <p>Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about place value</p>
Wednesday	<p>Class discussion having students share what they know about place value.</p> <p>Invite students to choose different materials to help them think about place value in new ways. Include base ten blocks, Cuisenaire Rods, ten frames, grid paper, loose parts, numerals, etc. Invite students to represent numbers in different ways.</p>

	Closing circle - have students share their findings/what they did with a partner and how materials helped them think about numbers in new ways.
Thursday	<p>Counting Collections between 100-500 (include estimation of quantity)</p> <p>Math Workshop</p> <ul style="list-style-type: none"> -Posing problems or creating math stories based on counting collection from beginning of lesson -Place the Digits math game -half-sheet of five addition and subtraction questions with three-digit numbers (solve each in at least two ways) -Teacher led small group instruction: provide cards with three-digit numbers and ask students to compare and order, explaining their thinking <p>Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about place value</p>
Friday	<p>How many ways can you make 458? Record on whiteboard.</p> <p>CGI problems involving addition and subtraction with three-digit numbers such as: <i>There were 247 tennis balls in the gym storage room. After our class finished playing, we added another box of tennis balls to the storage room and now they are 412 tennis balls. How many tennis balls did our class add to the storage room?</i></p> <p>Closing Circle - student sharing and comparing strategies</p>

Based on formative assessment information from this week, next week's planning would include extending ways to represent three-digit numbers in different ways, including expanded notation. Students will continue to develop strategies such as decomposing by place value or compensating to add and subtract three-digit numbers in different ways.