



## ELEMENTARY MATH PROJECT

### Grade 3

### Key Number Concept 2: Addition and Subtraction

#### Sample Week at a Glance

Before this week of lessons, grade 3 students will have practiced and developed strategies for addition to 20 and had some experience with two digit numbers. Students would have had some practice building three-digit numbers with concrete materials and symbolic forms. The students have been introduced to adding and subtracting three-digit numbers. This week focuses primarily on adding three-digit numbers.

<b>Monday</b>	<p>Read excerpts from <i>Two of Everything</i> by Lily Toy Hong inviting conversation about how different numbers would change the outcome</p> <p>Pose a problem inspired by the book and students can choose it to solve or create their own</p> <p>Closing circle - share and discuss numbers used and compare with a partner</p> <p><b>**Teach the game, Snap to It-Addition and play as a whole class (adapt to three-digits). This can be done at another point of the day**</b></p>
<b>Tuesday</b>	<p>Number Talk routine (example: what is <math>8+7</math>? What is <math>38+7</math>? <math>438+57</math>?)</p> <p>Math Workshop</p> <ul style="list-style-type: none"><li>-Three Card Mixer math game</li><li>-Snap to It (Box Cars game)</li><li>-half-sheet of five addition and subtraction questions with two-digit and three-digit numbers (solve each in at least two ways)</li><li>-Teacher led small group instruction: mini number talk with focus on addition</li></ul> <p>Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about addition</p>
<b>Wednesday</b>	<p>Ways to make 100, ways to make 1000</p> <p>Invite students to choose different materials to tell a number story about addition. Include base ten blocks, Cuisenaire Rods, ten frames, loose parts, numerals, etc. Invite students to represent their thinking in different ways.</p>

	<p>Closing circle - have students share their findings/what they did with a partner and how materials helped them think about numbers and addition in new ways.</p>
<b>Thursday</b>	<p>Open Question: The answer is 312. What might the question be?</p> <p>Math Workshop</p> <ul style="list-style-type: none"> <li>-Creating math stories or posing problems based on the number 312</li> <li>-First to 20 math game (Bay-Williams)</li> <li>-half-sheet of five addition questions with three-digit numbers (solve each in at least two ways)</li> <li>-Teacher led small group instruction: provide cards with three-digit numbers and students practice addition strategies showing their thinking (could be verbally, on whiteboards, etc.)</li> </ul> <p>Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about addition</p>
<b>Friday</b>	<p>Open Question by Marian Small: What is a good way to add <math>490+490</math> in your head? <i>or</i> Which estimate makes the most sense to you for the sum of <math>370+370</math>?</p> <p>CGI problems involving addition and subtraction with three-digit numbers such as: <i>When we started playing the video game we had 648 points. Then we lost some points and ended with 362. How many points did we lose?</i> Students are encouraged to show their thinking in multiple ways including adding on to find the difference.</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 add and subtract three-digit numbers in different ways. Students will continue to develop strategies such as decomposing by place value or compensating to add and subtract three-digit numbers in different ways and using visuals and tools such as an open number line. Students are encouraged to record their mathematical thinking in ways that are meaningful to them, but also understandable by someone who reads it.