

Grade: 3 Unit: 2	Numbers and Operations in Base 10	5 Weeks
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Progression	
2 <sup>nd</sup> Grade	<b>Students learned...</b> that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Students used their place value understanding and properties of operations to add and subtract.
<b>3rd<sup>d</sup> Grade</b>	<b>Students will learn to...</b> Use place value understanding and properties of operations to perform multi-digit arithmetic. Students will use their understanding of place value to round numbers to the nearest 10 and 100.
4th Grade	<b>Students will...</b> Generalize their place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.

<b>STUDENT LEARNING GOALS</b>
<b>Mathematics Standards</b> ( <i>Appendices A &amp; B</i> )

[CCSS.Math.Content.3.NBT.A.1](#)  
Use place value understanding to round whole numbers to the nearest 10 or 100.

[CCSS.Math.Content.3.NBT.A.2](#)  
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

[CCSS.Math.Content.3.NBT.A.3](#)  
Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

<i>Interdisciplinary Standards</i>		Key Vocabulary	
<b>Technology Integration</b> (Appendix C)	<b>21<sup>st</sup> Century Skills</b> (Appendix D)	<b>Place value rounding</b>	
IS1. Information Strategies IS2. Information Use	TCS1. Use of Information TCS5. Problem Solving		

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I understand that rounding means finding the number that is closest to the nearest multiple of ten or one hundred.</li> <li>• I can round numbers to the nearest 10 and 100 using a number line.</li> <li>• I can use a variety of strategies to add and subtract three digit numbers.</li> <li>• I can use rounding to estimate and determine whether an answer is reasonable.</li> <li>• I can use my understanding of place value to multiply a one -digit number by multiples of 10.</li> <li>• I can use properties of operations to multiply a one- digit number by multiples of 10.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What does it mean to “round” a number?</li> <li>• How can you use a number line to round a number to the nearest 10 or 100?</li> <li>• What strategies can be used to add and subtract three digit numbers?</li> <li>• How does rounding help you determine whether or not a number is reasonable?</li> <li>• How do you multiply one-digit numbers by multiples of 10?</li> <li>• Which properties of operations can be used multiply one-digit numbers by multiples of 10?</li> </ul>
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<b>Assessment Plan</b>	
<p><b>Summative Assessment(s)/Performance Based Assessments including 21<sup>st</sup> Century Learning</b></p> <p>RCC Interim Assessment, Student p. 92 - 93 RCC Performance Task, Student p. 94</p>	<p><b>Formative and Diagnostic Assessment(s)</b></p> <p>STAR Math Assessment (Fall) RCC Embedded Tasks and Assessments “Comparing Heights”</p> <p>Exit Slip Assessments: <a href="https://grade3commoncoremath.wikispaces.hcpss.org/home">https://grade3commoncoremath.wikispaces.hcpss.org/home</a></p>

**Learning Plan Components**

Text	<b>Ready Common Core Mathematics Instruction 3</b> , 2014, Curriculum Associates, ISBN: 978-0-7609-8637-0
Print	<b>Ready Common Core Mathematics Teacher Resource Book 3</b> , 2014, Curriculum Associates, ISBN: 978-0-7609-8644-8
Electronic	<a href="http://www.teacher-toolbox.com">www.teacher-toolbox.com</a> <a href="http://www.stratfordmath.wikispaces.com">www.stratfordmath.wikispaces.com</a> <a href="http://www.xtramath.org">www.xtramath.org</a>
<b>Week 1</b>	Students will: <ul style="list-style-type: none"> <li>• Round two and three digit numbers to the nearest 10.</li> <li>• Round three digit numbers to the nearest 100.</li> <li>• Explain how to round numbers to the nearest 10 and 100.</li> </ul>

<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
<i>Ready Common Core Lesson</i> 8 pgs. 72-81	*“Island Hop” (Georgia) *Ready CC Hands on with base ten” p. 77 *Ready CC Number line w/beads p. 77 *”Shake, Rattle, Roll” (Georgia) “The Great Round Up!”(Georgia) *Perfect 500” (Georgia)	<a href="http://www.commoncoresheets.com">www.commoncoresheets.com</a> Scott Foresman PS 1-10, P 2-7 Estimating sums	<a href="http://www.free-training-tutorial.com/rounding-games.html">http://www.free-training-tutorial.com/rounding-games.html</a>  <a href="http://www.funbrain.com">http://www.funbrain.com</a>  Marilyn Burns place value: <a href="http://mathsolutions.com/documents/0-941355-57-8_L.pdf">http://mathsolutions.com/documents/0-941355-57-8_L.pdf</a> <a href="http://mathsolutions.com/documents/0-941355-57-8_L.pdf">http://mathsolutions.com/documents/0-941355-57-8_L.pdf</a>

<b>Week 2</b>	Students will: <ul style="list-style-type: none"> <li>• Use a variety of strategies to add up to 3 digit numbers</li> <li>• Use a variety of strategies to subtract up to 3 digit numbers</li> <li>• Estimate to determine if an answer is reasonable.</li> </ul>		
<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
RCC Lesson 9 pgs. 82-93	*Ready CC “Hands on” p. 84 **“Take Down” (Georgia) **“I Have a Story, You Have a Story” (Georgia)	Scott Foresman P 3-1, P 3-2, P 3-7, P 3-8, E 3-3, E 3-4	
<b>Week 4</b>	Students will: <ul style="list-style-type: none"> <li>• Understand the meaning of a multiplication expression</li> <li>• Use place value to multiply a one-digit number by multiples of 10</li> <li>• Use properties of operations to multiply a one-digit number by multiples of ten</li> </ul>		
<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
RCC Lesson 10 pgs. 94-101	*Ready CC “Hands On pg. 96 & 98	Scott Foresman P 5-7,	
<b>Summative Assessment</b>		<b>Performance Task</b>	
RCC Unit 2 Interim Assessment -Student p. 92-93 -Scoring Guide p. 103		RCC Unit 2 Performance Task -Student p. 94 -Rubric p. 104 & 105	