


3rd Grade Math Curriculum Bundle # 2

Title		Suggested Dates
Place Value/ Number Lines/ Addition/ Subtraction		September 14 – October 2 (14 days) *1 Day AMI testing

Big Idea/Enduring Understanding	Guiding Questions
Place value is used to describe the value of whole numbers. Learn how math is used in daily life.	What are some ways that place value can be used daily? Is there a time when place value will not be utilized? How do we subtract numbers when regrouping is necessary? How do we add when regrouping is necessary? How do you use number lines in everyday life?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.</p> <p>3.1B Use place value to compare and order whole numbers through 9,999.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • compare and order numbers through 9,999 using comparative symbols and words greater than(>), less than(<), and equal(=) • describe place and value (ex. 31, 465 - the four is in the hundreds place and the value is 400) • sequence number or words associated with numbers • use large numbers in context • create, identify and select a number smaller, in-between, or larger than given numbers 	<p><u>Teacher Note: Continue using Investigations Units from Bundle 1.</u></p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 1 Lesson 4 – 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Before, After, In Between #12 Made to Order #13 Fitting In #15 Writing Comparison Statements #16</p> <p><u>Kamico</u> What’s My Number? Page 32</p>

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			<u>Navigating Through Problem Solving and Reasoning</u> Walking into Place Value pg. 8-12
<p>3.10 Geometry and spatial reasoning</p> <p>3.10 The students recognize that a line can be used to represent numbers and fractions and their properties and relationship.</p>	<ul style="list-style-type: none"> • Transfer numbers from charts/tables to number lines 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 13 Lesson 1 - 2</p>
<p>3.3 The student adds and subtracts to solve meaningful problems involving whole numbers.</p> <p>3.3A Model addition and subtraction using pictures, words, and numbers.</p> <p>Note: TEKS continue in the next bundle.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • model addition and subtraction together involving whole numbers through 999 • use multiple strategies to solve addition and subtraction problems • recognize that addition and subtraction are inverse operations and of the same fact family Ex: $17-8 = ?$ $17 - ? = 9$ $? - 8 = 9$ • use different ways to express the same number ($12 = 6 + 6$, $12 = 8 + 4$, $12 = 13 - 1$) • Represent subtraction as comparing quantities • Extract and transfer information from charts/tables 	<p><u>Math Investigations</u> <u>Trading Stickers.</u> <u>Combining Coins</u> Unit 1</p> <p>Investigation 1 Session 2 pages 36-75</p> <p>Investigation 2 Sessions 1-3 pages 96-115</p> <p><u>How Many Hundreds?</u> <u>How Many Miles</u> Unit 8</p> <p>Investigation 1 Sessions 1 -5 pages 28 – 60</p> <p>Investigation 2 Sessions 1 – 5 pages 64 – 95</p> <p>Investigation 3 Sessions 1 – 3 pages 102 – 122</p> <p>Investigation 3 Sessions 6 – 9 pages 132 – 148</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 2 Lesson 1 – 2</p> <p><u>Envision</u> Topic 4 Lesson 1</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Picture Stories #36 Write the Missing Numbers #37 Name the Missing Addend #38</p> <p><u>Kamico</u> Game, Set, and Match Page 63</p>
<p>3.3 The student adds and subtracts to solve meaningful problems involving whole numbers.</p> <p>3.3B Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</p> <p>Note: TEKS continue in the next bundle.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • use multiple strategies with and without regrouping • model and explain addition and subtraction problems using concrete/pictorial/abstract in contextual situations • apply various addition and subtraction strategies to problem solve • extract necessary information needed to solve multi-step problems (ignoring extraneous information) and recognizes the operation(s) needed to solve and checks for reasonableness 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 3 Lessons 1 – 3</p> <p><u>Envision</u> Topic 5 Lessons 1 and 3</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Understand the Operations #40 Writing Word Problems #41 Select Addition or Subtraction #42</p>

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- Extract and transfer information from charts/tables

Choose the Number and Operation #43
How Many More Do You Need #44
Start With #45

Kamico
Speedy Sums page 73
Travel Across Texas page 77