


3rd Grade Math Curriculum Bundle # 3

Title		Suggested Dates
Addition/Subtraction/Rounding		October 5 – October 23 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
Learn how math is used in daily life. Explore how estimation is used in daily life.	How do we subtract numbers when regrouping is necessary? How do we add when regrouping is necessary? Note: These two questions are building from bundle 2. How is estimation used in daily life? How do we apply estimation in different situations? When is an estimate better than an actual answer?

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>3.3 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>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>How Many Hundreds?</u> <u>How Many Miles</u> Unit 8</p> <p>Investigation 2 Sessions 1 – 5 pages 64 – 95</p> <p><i>NOTE: There are some sessions you can combine. Sessions 2/3 and 3/4.</i></p> <p>Investigation 3 Sessions 1 – 2 pages 102 – 122</p> <p><i>NOTE: Sessions 3 – 5 will</i></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>

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		<p>come in bundle # 4 with money.</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>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 • Extract and transfer information from charts/tables 	<p>Investigation 3 Sessions 6 – 7 pages 132 – 148</p>	<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 Choose the Number and Operation #43 How Many More Do You Need #44 Start With #45</p> <p><u>Kamico</u> Speedy Sums page 73 Travel Across Texas Page 77</p>
<p>3.5 The student estimates to determine reasonable results.</p> <p>3.5A Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.</p> <p>Note: This is teaching the skill of rounding only. The next bundle will address computation with rounding.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • verify problem solving solutions by using rounding or estimation to show answers are reasonable • apply strategies according to real world problems such as: <ul style="list-style-type: none"> o Round to the hundreds in 3 digit numbers o Round to the nearest tens in 3 digit numbers o Multiplication and division: Front end estimation - round to the highest place value of each number (42 x 5 would be 40 x 5) 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 2 Lesson 4 – 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Between and Closer To #54 Which Way Do You Round #55</p> <p><u>Kamico</u></p>

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			<p>Round and Round We Go Page 114</p> <p><u>Region IV Prep</u> page 23-27</p>
<p>3.14 The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of the school.</p> <p>3.14B Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating a solution for reasonableness.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use reasonableness to choose the correct solution to a word problem. 		<p><u>Whole Group Lesson</u></p> <p><u>Envision</u> Topic 3 Lesson 5</p> <p>Topic 4 Lesson 5</p>