

Sept.Gr.3 Unit 1: Place Value

Content Area: **Math**
Course(s):
Time Period: **September**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

This unit concentrates on place value to the 1000's.

Enduring Understandings

The value of the digit in the thousands place is 1,000 times the digit, the value in the hundreds place is 100 times the digit, and the value of the digit in the tens place is 10X the digit.

Essential Questions

How do we use a place value chart? How do we use place value to compare and order numbers? How do we use place value to round numbers?

How do we use place value and the 4 step plan to solve problems?

Instructional Strategies & Learning Activities

My Math Unit1- Grade 3

- **Pacing Guide**
Suggested Pacing

Instruction	11 days
Review/Assessment	2 days
Total*	13 days

- *Includes additional time for remediation and differentiation.
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Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
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Lesson 1 <i>pp. 61-66</i>	Use addition properties to add whole numbers.	• connecting cubes	Properties of Addition Associative, Commutative, Identity mental math parentheses pattern	3.NBT.2 Additional Cluster MP 1, 2, 3, 4, 6, 7
Lesson 2 <i>pp. 67-72</i>	Identify patterns in the addition table.	• 0-5 number cube • counters		3.OA.9 Major Cluster MP 3, 4, 5, 7
Lesson 3 <i>pp. 73-78</i>	Use place value to identify addition patterns.	• Work Mat 1 • base-ten blocks		3.OA.9 Major Cluster MP 2, 3, 4, 5, 7, 8
Lesson 4 <i>pp. 79-84</i>	Use mental addition strategies.	• base-ten blocks		3.NBT.2 Additional Cluster MP 1, 2, 3, 6
Check My Progress				
Lesson 5 <i>pp. 87-92</i>	Estimate sums using rounding.	• base-ten ones blocks • Work Mat 2	estimate	3.NBT.2 Additional Cluster MP 1, 2, 3, 4, 8
Lesson 6 <i>pp. 93-98</i>	Use models to explore adding three-digit numbers.	• 0-5 number cube • 5-9 number cube • base-ten blocks • Work Mat 1	reasonable regroup	3.NBT.2 Additional Cluster MP 2, 3, 4, 6, 7
Lesson 7 <i>pp. 99-104</i>	Add three-digit numbers and use estimation to check for reasonableness.	• base-ten blocks • Work Mat 1	reasonable regroup unknown	3.NBT.2 Additional Cluster MP 1, 2, 3, 6, 7
Check My Progress				
Lesson 8 <i>pp. 107-112</i>	Add four-digit numbers with regrouping.	• base-ten blocks	bar diagram	3.NBT.2 Additional Cluster MP 1, 2, 3, 4, 5
Lesson 9 <i>pp. 113-118</i>	Check answers for reasonableness.			3.NBT.2 Additional Cluster MP 1, 2, 3
Problem-Solving Investigation:				
Reasonable Answers				
Fluency Practice				
My Review and Reflect				

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally. Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Multiple solutions often exist to solve a problem. An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology Integration

Students will interact with Smartboard, Chromebooks and document camera.

TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Interdisciplinary Connections

Leveled math readers "Animal Habitats"

LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Benchmark Assessments

Aimsweb Assessment, Chapter Pretests, Dreambox

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

Summative Assessments

My Math chapter assessments

Instructional Materials

See materials listed above

Standards

MA.3.OA.D.9

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

MA.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.