

Math

Common Core State Standards

3rd Grade

Rounding numbers, adding & subtracting multi-digit numbers, comparing fractions, perimeter, area, data, bar graphs, line plots & more!

ROUNDING NUMBERS UNIT 1

You can round whole numbers to the nearest ten or hundred.

Rounding Numbers to the Nearest Ten

Nearest tens are numbers that are multiples of 10. They will always have a 0 in the ones place.

To round to the nearest ten, you need to determine which ten the number is closest to.

EX: Round 18 to the nearest ten.

Look at 18 on a number line:



18 is closer to 20 than it is to 10. Round 18 **up** to 20.

To round to the nearest ten, you can look at the value of the **ones** place.

- If the value of the ones place is 1, 2, 3, or 4, round **down** to the nearest ten.
- If the value of the ones place is 5, 6, 7, 8, or 9, round **up** to the nearest ten.

EX: Round 32 to the nearest ten.

Look at the value of the ones place.

2 is in the ones place of 32. Round 32 **down** to the nearest ten, which is 30.

Rounding Numbers to the Nearest Hundred

Nearest hundreds are numbers that are multiples of 100. They will always have a 0 in both the tens place and the ones place.

To round to the nearest hundred, you need to determine which hundred the number is closest to.

EX: Round 128 to the nearest hundred.

Look at 128 on a number line:



128 is closer to 100 than it is to 200. Round 128 **down** to 100.

To round to the nearest hundred, you can look at the value of the **tens** place.

- If the value of the tens place is 1, 2, 3, or 4, round **down** to the nearest hundred.
- If the value of the tens place is 5, 6, 7, 8, or 9, round **up** to the nearest hundred.

EX: Round 567 to the nearest hundred.

Look at the value of the tens place.

6 is in the tens place of 567. Round 567 **up** to the nearest hundred, which is 600.

Tip! Underline the place value that determines whether you will round up or down.

ADDING & SUBTRACTING MULTI-DIGIT NUMBERS UNIT 2

When you add and subtract multi-digit numbers, align the numbers by place value. Then add or subtract beginning with the lowest place.

You may need to regroup values when adding whole numbers.

EX: Add $573 + 288$.

$$\begin{array}{r} 573 \\ +288 \\ \hline 861 \end{array}$$

You may need to regroup values when subtracting whole numbers.

EX: Subtract $1,952 - 645$.

$$\begin{array}{r} 1,952 \\ -645 \\ \hline 1,307 \end{array}$$

You Can Do This!

Sarah collected 1,503 baseball cards. She gave 225 to her brother. How many baseball cards does Sarah have left?

Sarah has 1,278 baseball cards left.

$$\begin{array}{r} 1,503 \\ -225 \\ \hline 1,278 \end{array}$$

THE RELATIONSHIP BETWEEN MULTIPLICATION & DIVISION UNIT 3

Just like addition and subtraction are **inverse operations**, multiplication and division are inverse operations. This means they are opposite operations.

You can create multiplication and division **fact families**. A **fact family** will contain two division operations and two multiplication operations with the same three numbers.

EX: What is the fact family of 3, 7, and 21?

$$\begin{array}{l} 3 \times 7 = 21 \\ 7 \times 3 = 21 \\ 21 \div 3 = 7 \\ 21 \div 7 = 3 \end{array}$$

EX: Use your knowledge of multiplication fact families to solve the problem $54 \div 6$.

Since $9 \times 6 = 54$, then $54 \div 6 = 9$.

Ask yourself, "What number times 6 is equal to 54?"

3rd Gr Math Common Core Esstional Questions

**Gerhard Fischer, Wisconsin.
Department of Public Instruction**



3rd Gr Math Common Core Essential Questions:

Essential Questions Jay McTighe, Grant P. Wiggins, 2013 This book from the authors of *Understanding by Design* explores how to design and frame essential questions that prompt students to think deeply and create a more stimulating environment for learning

Advancing Differentiation Richard M. Cash, Ed.D., 2017-02-09 Advancing Differentiation will lead you through the process of creating a thriving student centered 21st century classroom Since its initial publication the book's materials have undergone rigorous testing and refinement in classrooms all over the world to deliver the best and most effective differentiation strategies The strategies in this book will help you Deeply engage every learner while challenging students to think critically self regulate and direct their own learning Set new roles for student and teacher that encourage learner autonomy Employ cutting edge techniques for designing rigorous E4 curriculum effective engaging enriching and exciting This revised and updated edition features A primer on differentiation which answers the crucial question Why differentiate at all Self assessment surveys observation forms and new ideas for increasing proficiency in classroom differentiation Ways to address the changing needs of the future workforce More articulated curriculum design defining the differences between strategies and skills refining the levels of conceptual knowledge [The Mathematics Lesson-Planning Handbook, Grades K-2](#) Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it's a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning's lesson plan Or maybe you feel it isn't tailored enough for your students needs What do you do For that and more help is here [The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons](#) guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to assess students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you're planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning

and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you'll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students

Keys to Curriculum Mapping Susan Udelhofen, 2005-02-24 Based on extensive experience as a teacher staff development consultant and earlier work in the field by foreword writer Heidi Hayes Jacobs Wisconsin based Udelhofen PhD explains how curriculum mapping can help educators better help students She describes such mapping as a process in which teachers electronically document and share all curriculum

The Mathematics Lesson-Planning Handbook, Grades 3-5 Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it's a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education

YOU are the architect in the mathematics classroom When it comes to mathematics lessons do you sometimes feel overly beholden to the required texts from which you teach Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do How often do you find yourself in the last minute online scramble for a great task activity that will capture your students interest and align to your state standards In *The Mathematics Lesson Planning Handbook Grades 3-5 Your Blueprint for Building Cohesive Lessons* you'll learn the streamlined decision making processes that will help you plan the focused research based standards aligned lessons your students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into a coherent and manageable set of lesson plans This resource will lead teachers through a process of lesson planning based on various learning objectives Set the stage for lesson planning using relatable vignettes Offer sample lesson plans for Grades 3-5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you'll feel confident structuring lessons that lead to high student achievement

The Mathematics Lesson-Planning Handbook, Grades 6-8 Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6-8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes

feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners

Strategies for Teaching Learners with Special Needs Edward A.

Polloway,James R. Patton,Loretta Serna,2008 Revised to incorporate important new information about No Child Left Behind and the 2004 re authorization of IDEA this classic work in the field of teaching methodology for students with special needs continues to be the most comprehensive textbook available for students with mild high incidence disabilities i e learning disabilities mild retardation intellectual disabilities emotional and behavioral disorders and students experiencing learning problems in the general education classroom The focus of the book is on effective instructional strategies for students being served in diverse educational settings with a primary emphasis on those being taught in inclusive educational environments In Part I the text provides basic information on curriculum development and instruction while in Part II an in depth

discussion of key curricular areas is provided For educators teaching learning disabled students

Curriculum Renewal

Rebecca Crawford Burns,Association for Supervision and Curriculum Development,2001

Mathematics Framework for California Public Schools California. Curriculum Development and Supplemental Materials Commission,1999

Planning a Connected Curriculum Gerhard Fischer,Wisconsin. Department of Public Instruction,2003 This book offers strategies to help teachers and curriculum coordinators strengthen student interest through meaningful and purposeful learning The 15 chapters are 1 Introduction Planning a Connected Curriculum 2 Children School and Community 3 On Connections 4 Making Connections An Interdisciplinary Approach 5 Making Meaning What is it All About 6 How to Overcome Common Objections to Connected Teaching 7 Making Connections through Technology 8 Making Connections through the Arts 9 Making

Connections through Writing 10 Making Connections across Science Technology and Society 11 Making Connections through Curriculum Design and Assessment for Meaningful Instruction 12 Making Connections through Expeditionary Learning 13 Making Connections through Assessment 14 Marching to a Different Drummer and 15 Practical Suggestions on Using This Guide Each chapter attempts to describe why it is important to student learning how the teacher can adapt it to the classroom and how it redefines the teacher's role Chapters contain best practice profiles Contains 65 references SM The Teacher's Guide to Success Ellen L. Kronowitz, 2008 Designed to help teachers have a successful school year this guide is organized by eight topical units that address common overriding concerns in the classroom Paired with a DVD this text provides tips from leading authorities in education examples from live classrooms and printable resources *Taming the Standards* Janet Hurt, 2003 Former principal Janet Hurt looks at standards from a practical point of view offering teachers step by step procedures for analyzing interpreting and integrating standards into their teaching whatever the discipline Middle School Journal , 2001 Resources in Education , 1997 Teaching Children Mathematics , 2009-08 Journal of Nursery Education , 1990 Parent's Guide to the TAAS for Grade 3 Cynthia Johnson, Drew Johnson, 2001 Features all the essential facts and expert advice parents need to help prepare their children for the TAAS **Young Children** , 1990 **Developing the Gifts & Talents of All Students** Margaret Beecher, 1995 Margaret Beecher presents an innovative K 12 curriculum model designed for teachers looking for ways to reach all students in their heterogeneous classrooms Based on the Enrichment Triad Model and principles of differentiated curriculum it addresses interest based teaching curriculum mapping essential questions interdisciplinary curriculum community resources self directed learning interest development centers and Types I II and III enrichment The specific planning organizational and management techniques in this book will show educators how to implement this model effectively and efficiently in their classrooms **Assessing and Programming Basic Curriculum Skills** Joyce S. Choate, 1987

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