# Math Grade 3 Unit 3
# Curriculum Unit Planning Template
### Canterbury Public Schools

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| **Subject** | Math |
| **Grade Level** | 3 |
| **Unit Title** | Wrapping Up Addition and Subtraction within 1,000 |
| **Unit Goals** | Students use place value understanding to round whole numbers and add and subtract within 1,000<br>Represent and solve two step word problems using addition, subtraction and multiplication and assess the reasonableness of answers.<br>Section A Add within 1000<br>Fluently add within 1000 using algorithms based on place value and properties of operations<br>Use place value understanding to compose and decompose numbers<br><br>Section B Subtract within 1000<br>Fluently subtract within 1000 using algorithms based on place value, properties of operations, and the relationship between addition and subtraction<br><br>Section C Round Within 1000<br>Round whole numbers to the nearest multiple of 10 and 1000<br><br>Section D Solve Two Step Problems<br>Assess the reasonableness of answers<br>Solve two step word problems using addition, subtraction and multiplication |
| **Pacing (# of weeks)** | 4 weeks |
| **Standards** | 3 NBT.A.2, 3.OA.D.9<br>3 NBT.A.2, 3.OA.B.5<br>3.NBT.A.1, 3.OA.C.7<br>3.NBT.A.1, 3.NBT.A..2, 3. OA.C.7, 3.OA.D.8 |
| **Content/Conceptu using al Knowledge (know)** | How to use mental math strategies and learn algorithms based on place value, decomposing numbers doesn't change the value, it reorganizes it<br>Knowledge of place value will help with addition and subtraction - allow for strategies |
| **Skills (be able to do)** | Fluently add and subtract within 1000, compose and decompose numbers |

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| | Use expanded forms of numbers to add and subtract<br>Round whole numbers to the nearest multiple of 10 or 100<br>Use rounding to make estimates<br>Apply learning to solve two step word problems that involve addition, multiplication and subtraction |
| **Essential Questions** | What is the relationship between addition and subtraction?<br>How can we use mental math strategies to solve problems?<br>How does composing and decomposing numbers assist in adding and subtracting? |
| **Enduring Understandings** | When students combine hundreds, tens, and ones, they use place value understanding. Decomposing numbers to add or subtract you rely on the commutative and associative properties of math. When students count up to subtract, they use the relationship between addition and subtraction.<br>Number line diagrams are used to help students think about multiples of 10/100 to the nearest ten.<br>Rounding to the nearest ten or nearest hundred can produce the same result.<br>You can use letters to stand in for unknown numbers |
| **Vocabulary** | Properties, algorithms, decompose, expand |
| **Common Learning Experiences** | Lesson 4 Activity 1 What is an Algorithm<br>Lesson 10 Activity 1 A New Subtraction Algorithm<br>Lesson 14, Activity 2 Close to Multiples of 1000<br>Lesson 17 Activity 2 Solve and Reason |
| **Assessments** | End of unit tests, check points, daily cool downs |
| **Resources** | Base 10 blocks or diagrams, tape diagrams, card sort, base-ten bloks, paper clips , index ards, |
| **Strategies** | Use base 10 blocks to compose and decompose numbers<br>Use knowledge of place value to solve problems<br>Look for and make use of structure of numbers<br>Finding the nearest multiple of 10 or 100 reinforces place value<br>Use rounding to check for reasonableness |