

20 Days of Lesson
Plans and Activities

3rd
grade



THE MAGIC OF MATH
**Unit 2: ADDITION &
SUBTRACTION**

by Hope King and Amy Lemons

UNIT TWO

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Multi-Digit Addition: Associative Property, Commutative Property, Addition with Regrouping, Breaking Apart Addends	TEKS: 3.1ABC, 3.4A, 3.5A CCSS: 3.NBT.A.2, 3.OA.D.8
WEEK 2	3-Digit Subtraction With Regrouping	TEKS: 3.1ABC, 3.4A, 3.5A CCSS: 3.NBT.A.2, 3.OA.D.8
WEEK 3	Estimate Solutions	TEKS: 3.4B CCSS: 3.NBT.A.2, 3.OA.D.8, 3.NBT.A.1
WEEK 4	Word Problems	TEKS: 3.1ABC, 3.4ABC, 3.5A CCSS: 3.NBT.A.2, 3.OA.D.8

DAILY LESSON PLANS

-20 Days of Lesson Plans for:

-STANDARDS ALIGNED to Common Core and TEKS

-I Can Statements

-Description of Activities

3-Digit Addition Day Five

STANDARD	OBJECTIVE	MATERIALS
TEKS 318C, 31A, 35A CCSS 3.NBT.2, 3.OA.D.8	I can add multi-digit numbers.	
VOCABULARY WORDS		
REVIEW VOCABULARY WORDS		

REVIEW	INTERACTIVE NOTEBOOK
Review what we have learned this week with addition. Review the two properties as well as regrouping and trading up and down to add.	I Can Add! Multiple problems. Students generate I can statements by rolling dice and solving problems on a board or problems on a grid. Students will solve by using the board or grid. They will add the problems on a grid. Students will solve the problems on a grid. Students will solve the problems on a grid.
VOCABULARY WORDS	MINILESSON
TEKS 318C, 31A, 35A CCSS 3.NBT.2, 3.OA.D.8	I can subtract multi-digit numbers.
VOCABULARY WORDS	ACTIVITY
HUNDREDS, TENS, ONES, DIFFERENCE, EQUATION, SUBTRACT	Line Spinners: Introduce subtraction with regrouping to the students using the anchor chart. Show students the different types of problems that we may encounter and teach the HLL rhyme to go with each one. If you have base ten blocks available (also in Unit 2 components) show students how to regroup using the base ten blocks.

3-Digit Subtraction Day Five

STANDARD	OBJECTIVE	MATERIALS
TEKS 318C, 31A, 35A CCSS 3.NBT.2, 3.OA.D.8	I can subtract multi-digit numbers.	counters or game pieces.
VOCABULARY WORDS		
REVIEW VOCABULARY WORDS		

MINILESSON	ACTIVITY
Introduce subtraction with regrouping to the students using the anchor chart. Show students the different types of problems that we may encounter and teach the HLL rhyme to go with each one. If you have base ten blocks available (also in Unit 2 components) show students how to regroup using the base ten blocks.	Line Spinners: Introduce subtraction with regrouping to the students using the anchor chart. Show students the different types of problems that we may encounter and teach the HLL rhyme to go with each one. If you have base ten blocks available (also in Unit 2 components) show students how to regroup using the base ten blocks.

3-Digit Subtraction Day Five

STANDARD	OBJECTIVE	MATERIALS
TEKS 318C, 31A, 35A CCSS 3.NBT.2, 3.OA.D.8	I can subtract multi-digit numbers.	counters or game pieces.
VOCABULARY WORDS		
REVIEW VOCABULARY WORDS		

MINILESSON	ACTIVITY
Introduce how to subtract across zeros. There are two tricks: One is when there are zeros in both the tens and ones place. I can subtract a one from my top number and bottom number. This will give me the same answer, but I don't have to regroup.	Back to Zero: Students will play the game. Each player needs a Base Ten Game Board. Write down a recording sheet for each round. Partner with a friend and take turns writing a number on the game board (they can use point-dash highlighters or orange cover numbers). With numbers they covered the circle is a 3-digit subtraction problem. Round students the greater number must be top. Students will subtract to find the difference. The student who gets the most correct answers wins!

3-Digit Subtraction Day Five

STANDARD	OBJECTIVE	MATERIALS
TEKS 318C, 31A, 35A CCSS 3.NBT.2, 3.OA.D.8	I can subtract multi-digit numbers.	counters or game pieces.
VOCABULARY WORDS		
REVIEW VOCABULARY WORDS		

REVIEW	INTERACTIVE NOTEBOOKS	ASSESSMENT
Review what we have learned this week with subtraction. Review the two properties as well as regrouping and trading up and down to subtract.	Sweet Subtraction: Students will solve two cones and a set of ice cream scoops. Students will solve the problems on the scoops and then sort based on whether the differences are even or odd. You can also have students solve problems on the scoops.	Students take an assessment on 3-digit subtraction with regrouping.

Estimate Solutions Day Five

STANDARD	OBJECTIVE	MATERIALS
TEKS 34B CCSS 3.NBT.2, 3.OA.D.8, 3.NBT.1A	I can estimate sums and differences.	base ten blocks
VOCABULARY WORDS		
about, sum, estimate, round		

MINILESSON	ACTIVITY
Introduce estimating sums and differences using the number generator chart. Model estimating the sum of three-digit numbers using the chart. Remind students that when estimating, we are saying the sum of the numbers is ABOUT.	Snatch! The students will play snatch to practice estimating sums. All rules outlined on slide following.

ACTIVITY	ASSESSMENT
Musical Estimation: Place the number cards in a circle and give each student a white board (or they can use their math spirals). Play music as students rotate around the circle. When the music stops, the student writes the number they landed on. Then give them 10 seconds to partner up. They must use their number and their partner's number and estimate the sum. Play enough rounds until you feel like students can independently estimate the sum of three-digit numbers.	Alien Encounter: Review estimating differences. Model estimating differences with three-digit numbers using the number generator chart. Prep 2 Alien bags and divide the numbers up in between the bags. To practice, call up individual students. The student will draw a number from each alien and will model estimating the difference on the board. Students can work on individual white boards to practice as a group.

Estimate Solutions Day Five

STANDARD	OBJECTIVE	MATERIALS
TEKS 34B CCSS 3.NBT.2, 3.OA.D.8, 3.NBT.1A	I can estimate sums and differences.	base ten blocks
VOCABULARY WORDS		
estimate, difference, about, round		

MINILESSON	ACTIVITY
Introduce estimating differences using the number generator chart. Model estimating the difference of three-digit numbers using the chart. Remind students that when estimating, we are saying the difference of the numbers is ABOUT.	Alien Encounter: Review estimating differences. Model estimating differences with three-digit numbers using the number generator chart. Prep 2 Alien bags and divide the numbers up in between the bags. To practice, call up individual students. The student will draw a number from each alien and will model estimating the difference on the board. Students can work on individual white boards to practice as a group.

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MINILESSON	ACTIVITY
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ACTIVITY	ASSESSMENT
Kaboom: Place students into groups of 3-4. To review estimating sums and differences, the students will play Kaboom. They must draw a slip and provide an answer. If the answer is correct, they keep the piece; if the answer is wrong, they place it at the bottom of the pile. If a student draws Kaboom! they must place all of the pieces back into the container. The student with the most pieces at the end of time wins!	Alien Encounter: Review estimating differences. Model estimating differences with three-digit numbers using the number generator chart. Prep 2 Alien bags and divide the numbers up in between the bags. To practice, call up individual students. The student will draw a number from each alien and will model estimating the difference on the board. Students can work on individual white boards to practice as a group.

MINILESSONS

- Ideas and materials on how to teach the concepts
- Easy to print and prep

the associative property of addition:
You can group addends in different ways.
You will still get the same sum.

$$16 + 28 + 2$$
$$16 + (28 + 2)$$

Check your work!
Then add the two bottom numbers together!

ONES PLACE
Do you need to regroup?

TENS PLACE
Do you need to regroup?

HUNDREDS PLACE
Do you need to regroup?

MULTI-DIGIT SUBTRACTION

Go to the **ONES PLACE**
Do you need to regroup?

Go to the **TENS PLACE**
Do you need to regroup?

Go to the **HUNDREDS PLACE**
Subtract the hundreds

Break Apart

ADDENDS

EXAMPLE: $453 + 246 = 699$

$400 + 50 + 3$
 $200 + 40 + 6$
 $600 + 90 + 9$

MULTI-DIGIT ADDITION

add the **ONES**
Do you need to regroup?

add the **TENS**
Do you need to regroup?

add the **HUNDREDS**

KEY WORDS

addition subtraction
total difference remainder
sum minus
all
How many are left? How many more?

173

347 + 195

493 + 168

500 + 100 = 600

530 + 12 = 542

400 + 30 + 12 = 432

500 + 100 + 12 = 612

500 + 100 + 12 = 612

371 + 289 = 660

371 + 289 = 660

62
84
36
52
17

FUN ACTIVITIES

Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block

4 in a Row CLUES

Difference is EVEN	Difference with a 0 in it	Difference has all even digits	The difference that is closest to 0
Difference with only two digits	Difference is LESS than 200	Difference with a 4 in the ones place	I did have to regroup to find my difference
I did NOT have to regroup to find my difference	Difference with a 2 in the	Difference is 000	Difference with a 3 in the tens
Difference is GREATER than 500			

743 827
663 827 792
813 924 733
15 668 952
932 805

enjoy the SUM, set!

check it!

452	328	196
486		SKIP
392		420
230		519

check your work!
890 - 367 = 523

4 in a Row

614	735
208	124
892	84
565	783
13	145
234	638
746	550
182	132
488	69

Difference has all even digits

POP IT! SUBTRACT IT!

915	827	196
265	564	256
698	263	489

CHECK YOUR WORK!

915	827	196
265	564	256
698	263	489

SCORE SHEET

1387	80
566	80 + 18
454	

109 382 452
469 534 271
429 645 392
254 756 115 2
481 361 465

alien alienna
galactic grub
mini planets
alien eyes
asteroid dust

SPLAT THAT!

20	40	60
50	80	90

206
233

9 7
5 6

65 + 92

alien alienna
galactic grub
mini planets
alien eyes
asteroid dust

DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

3-DIGIT SUBTRACTION WORD PROBLEM- DAY FOUR

The family drove 592 miles during their trip over the summer. In the winter the family drove 326 miles. How many more miles did the family drive over the summer than over the winter?

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ESTIMATE SOLUTIONS WORD PROBLEM- DAY FIVE

A total of 354 people at the movie theatre. If there were 127 children in the theatre, about how many adults were there?

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3-DIGIT SUBTRACTION WORD PROBLEM- DAY THREE

There are 552 students in the school. 239 of the students were wearing shorts. The rest of the students were wearing pants. How many students were wearing pants?

SUBTRACTION WORD PROBLEM- DAY FIVE

The Eiffel Tower is 986 feet tall. The Flatiron building is 455 feet tall. How much taller is The Eiffel Tower than The Flatiron Building?

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ESTIMATE SOLUTIONS WORD PROBLEM- DAY FOUR

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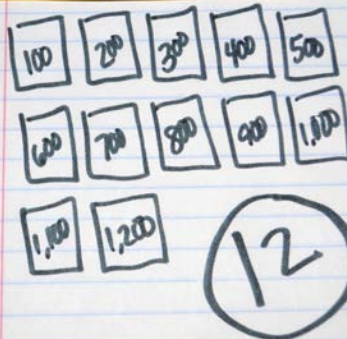
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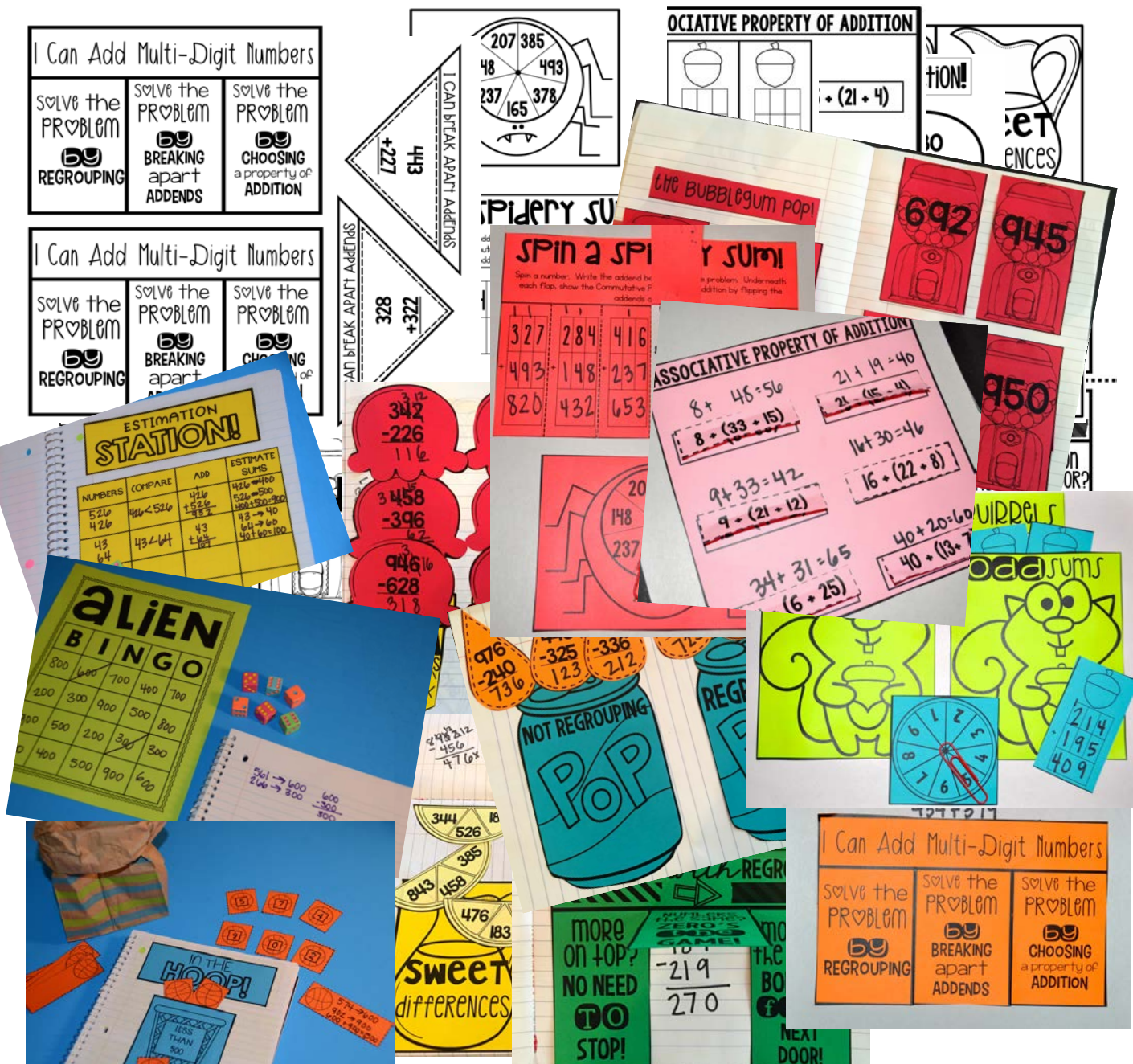
There were 98 students in first grade and 124 students in kindergarten. About how many more students are in kindergarten than first grade.

Sergio packs baseball cards in boxes of 100. How many boxes will Sergio need to pack 1,300 baseball cards?



INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math spirals/interactive notebooks



VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board

ROUND 54 IS ABOUT 50

ESTIMATE 54 + 14 IS ABOUT

VALUE 12 (10 and 2)

EXPANDED FORM 59 = 50 + 9

ONES COUNT BY 1'S

ONES PLACE

DEPENDS

EQUATION

DIFFERENCE

TENS PLACE

BREAK APART ONES 46 + 9 = ?
I can make the nearest ten with 6 and 4
4 + 5

DIGIT 514

ADD

SUBTRACT

ABOUT THE MONSTERS WERE ABOUT 20 YEARS OLD. 18 YEARS OLD

1486

I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.

I CAN

SOLVE ONE-STEP WORD PROBLEMS
JENN HAS TWO FIREFLIES. SHE FOUND THREE MORE. HOW MANY FIREFLIES DOES JENN HAVE ALTOGETHER?

SOLVE MULTI-STEP WORD PROBLEMS
KEENAN HAD FOUR GUMBALLS. HE CHEWED ONE. THEN HIS FRIEND MARK GAVE HIM TWO MORE. HOW MANY GUMBALLS DOES KEENAN HAVE?

ADD AND SUBTRACT BASED ON PLACE VALUE
 $12 + 25 = 37$

ESTIMATE DIFFERENCES
IS ABOUT $80 - 40 = 40$

ESTIMATE SUMS
 $27 + 15$ IS ABOUT $30 + 20 = 50$

COMBINE MONEY

SUBTRACT MULTI-DIGIT NUMBERS
 340

ADD MULTI-DIGIT
 456

QUICK ASSESSMENTS

MULTI DIGIT ADDITION

Name: _____

1. Which property of addition does this problem show?

$$(56+4) + 20 = (20+56) + 4$$

- a. breaking apart addends

5. The principal had 456 red pencils and 281 blue pencils. How many pencils did the principal have in all? Show your work.

- a. 700
b. 737
c. 637
d. 727

THREE DIGIT SUBTRACTION

Name: _____

1. Which type of subtraction rule does this problem follow in the ones place?

$$\begin{array}{r} 756 \\ -236 \\ \hline \end{array}$$

- a. more on top, no need to stop
b. more of the floor, borrow from next door
c. numbers the same, zero's the game

2. What is the answer to a subtraction problem called?

- a. sum
b. difference
c. digits

3. Solve the problem:

$$\begin{array}{r} 432 \\ -185 \\ \hline \end{array}$$

4. Do I need to regroup to solve this problem? $320-186$

- a. yes
b. no

4. There were 625 boys and 419 girls in the school. There were 46 teachers. How many more boys than girls are there in the school? Show your work.

- a. 216
b. 206
c. 306
d. 214

5. We watched 2 movies this weekend. The first movie was 243 minutes long. The second movie was 180 minutes long. How much longer was the first movie than the second movie?

The boys collected 528 c
girls collected 196 more
n the boys. How many c
girls collect? Show you

- 624
64
724
74

break apart the addend
re the problem.

$$429 + 187$$

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ESTIMATING SOLUTIONS

Name: _____

1. If you estimated the sums, which two numbers would be about 70?

- a. 34 and 72
b. 46 and 54
c. 36 and 29

2. If you estimated the differences, which two numbers would be about 200?

- a. 437 and 293
b. 283 and 299
c. 384 and 637

3. Estimate the sum of 274 and 329: _____

4. Estimate the difference of 183 and 362: _____

5. If there were 26 girls and 52 boys are the playground, about how many children are there altogether?

- a. 60
b. 80
c. 78

5. I went apple picking with my family last Saturday. We collected 46 apples. On the way home, we ate 13. About how many apples are left?

Explain your answer:

UNIT TWO: CUMULATIVE ASSESSMENT

Addition, Subtraction, Estimating Solutions & Word Problems

Name: _____

1. Which property of addition does this problem show? 5. On Friday, 278 children came to the museum. If 126 less

(86+

- a. break
b. comm
c. asso

2. Which does this:

9. If you estimated the sums, which two numbers would be about 90?

- a. 61 and 20
b. 68 and 39
c. 33 and 62

10. If you estimated the difference, which two numbers would be about 300?

- a. 199 and 203
b. 119 and 245
c. 601 and 324

11. Estimate the sum of each:

- a. 74 and 46 _____
b. 371 and 269 _____

12. Estimate the difference of each:

- a. 98 and 24 _____
b. 736 and 183 _____

13. If I have 74 stickers in my collection at home and 29 stickers in my collection at school, about how many stickers do I have altogether?

- a. 103
b. 100
c. 105

14. Solve the problem $500 - 276$

15. Break apart the addends to solve the problem:

$$317 + 492$$

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