

Grade 3 Unit 2: Whole Number Operations

4 weeks

Big Idea: In this unit, we will be multiplying using the standard algorithm. Then, we will be dividing using multiple strategies.

Day	Standards	Critical Lesson Objective(s)/Topics/Big Ideas/Success Criteria	Materials/Resources Fluency/Number Talks	Reflection
1 September 30 Friday	3.MD.1	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p>	<p>Students will use judy clocks. Go over hour hand, minute hand, half hour, half past, quarter to, quarter to, quarter of. Give students a time and have them represent on their clock and show a time and have them tell you the time.</p> <p style="text-align: center;"> Time To the Nearest Minute Video Time Practice Sheet Digital clocks Practice </p>	Use Judy clocks for practice
2 October 3 Monday	3.MD.1	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p>	<p>2nd period - BINGO Telling Time slides (whole group lesson - slides 2-8 then next powerpoint) Time to the Nearest Minute</p> <ul style="list-style-type: none"> • Number Line Time (Small group work) 	
3 October 4 Sub out day	3.MD.1	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p>	<p style="text-align: center;">Telling Time Game</p> <p>Elapsed Time Video → If you want, you can add this link to the google classroom and students are able to watch it on their own (preview elapsed time before we teach it.) just an idea</p>	Teacher Assigned in iReady

<p>4 October 5 Team Day</p>	<p>3.MD.1</p>	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p> <p>Goal: students can identify different intervals on a number line & identify elapsed given start and end times.</p>	<p>Number talk: Label a number line 3:00 and 4:00 and partition into 5 minute intervals and then another one partitioned into 15 minute intervals. Ask students to tell you what each interval represents. Could also do 30 minute intervals and 1 minute intervals. At the end of the number talk, discuss the size of space from 1 minute jumps to 30 minute jumps. Slides 3.MD.1 3.MD.1 Practice</p>	
<p>5 October 6</p>	<p>3.MD.1</p>	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p> <p>Goal: students can identify a start or end time given start or end time and elapsed time.</p>	<p>Provide students with a clock that is representing the end or start time and then give the elapsed.</p> <p style="text-align: center;">Slides</p> <p>Optional: Homework</p>	<p>Kelli (6 problems)</p>
<p>6 October 7</p>	<p>3.MD.1</p>	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p>	<p>Word Problems Time (Students will draw and utilize a number line to answer each problem)</p> <p>IAR problem (Share with students and have them answer the problem as if they were taking the test.)</p>	
<p>7 October 11</p>	<p>3.MD.1</p>	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p>	<p style="text-align: center;">Unit 2 Quiz 1 Review Slides with Peardeck</p>	

8 October 12	3.MD.1	<p>Success Criteria 3.MD.1 (Tell time to the nearest minute and solve problems involving elapsed time)</p> <p>3.NBT.2 I can use place value to add fluently.</p>	<p>Unit 2 Quiz 1 copy of quiz</p> <p>Once students are done with the quiz project/give entrance ticket: <u>Alan brought 271 cookies to the party. Mel brought 119 cookies to the party. How many cookies were at the party?</u></p>	Addition Entrance Ticket
9 October 13	3.NBT.2 3.OA.8	<p>Success Criteria I can use place value to add fluently.</p> <p>Goal: students will use base ten blocks and/or expanded form to add.</p>	<p>3.NBT.2 and 3.OA.8 Slides</p>	<p>Mia</p> <p>Everyone add at least 1 3.OA.8 (addition and subtraction)</p>
10 October 14	3.NBT.2 3.OA.8	<p>Success Criteria I can use place value to add fluently.</p> <p>Goal: students will use a number line.</p>	<p>Subtraction Entrance Ticket (do at the end of class) 3.NBT.2 Addition on NumberLine 3.NBT.2 and 3.OA.8 Slides cont'</p>	<p>Mia</p>
11 October 17	3.NBT.2 3.OA.8	<p>Success Criteria I can use place value to subtract fluently.</p> <p>Goal: students will use base ten blocks and/or expanded form to subtract.</p>	<p>Slides</p> <p>Worksheet</p>	<p>Rachel (context) Add a 3.OA.8 table/ graph (edit to make into a subtraction)</p>
12 October 18	3.NBT.2 3.OA.8	<p>Success Criteria I can use place value to subtract fluently.</p> <p>Goal: students will use a number line to subtract.</p>	<p>slides</p> <p>Subtraction Practice</p> <p>Additional Practice - Problem #1 is not, but the others are regrouping.</p>	<p>Rachel (context)</p>
13 October	3.NBT.2	<p>Success Criteria</p>	<p>Slides 3.OA.8 Error Analysis</p>	<p>Feda Adding and subtracting slides</p>

19	3.OA.8 3.NBT.1	I can use place value to add and subtract fluently. Goal: students will use a strategy of choice. Students will also estimate their sum or difference and explain their estimation.	Math Practice Another Practice It's like the first one, but I changed some of the numbers so there is more regrouping and I gave extra space to work. RJ	+ Add error analysis problem
14 October 20	3.NBT.2 3.OA.8 3.NBT.1	Success Criteria I can use place value to add and subtract fluently. Goal: students will use a strategy of choice. Students will also estimate their sum or difference and explain their estimation.	Slides Error Analysis #2 Math Practice	Robin
15 October 21	3.NBT.2 3.OA.8 3.NBT.1	Success Criteria I can use place value to add and subtract fluently. Goal: students will use a strategy of choice.	Unit 2 Quiz 2	
16 October 24	3.NBT.1	Success Criteria <ul style="list-style-type: none"> • I can round a two and three-digit numbers to the nearest 10 using a number line. • I can round a three digit number to the nearest 100 using a number line. 	<ul style="list-style-type: none"> • Number talk: Estimation mystery • Human Number line activity (Version 1) -whiteboards • Human number line activity (version 2) • Closure: Students will answer the following question: What does rounding mean to you? Stem: Rounding means... Rounding Slides Rounding Practice/Homework	Mia

17 October 25	3.NBT.1	<p>Success Criteria</p> <ul style="list-style-type: none"> I can round a two and three-digit numbers to the nearest 10 using a number line. I can round a three digit number to the nearest 100 using a number line. <p>Goal:</p>	<p>IReady Rounding Slides Rounding IReady Resources/Activity</p> <p>Rounding Generation Genius Video Rounding Number Problem Activity Rounding Word Problem Activity <i>(If you're having trouble with the link, let me know and I will share account info.)</i></p>	<p>Feda Slides</p> <p>Day 2 of rounding</p>
18 October 26	Review		<p>Unit 2 Review (updated)</p> <p>Student Worksheet</p>	Robin
19 October 27			Unit 2 Assessment	

3.MD.1 Resources

Peardeck Slides - Great for interactive whole group lesson days

[Time to the Nearest Minute](#) - Placing a time on a number line (tick marks are every 15 min.)

[What Time is it Now?](#) - Elapsed Time on a number line - (end time unknown, and duration unknown) (tick marks are every 15 min.)

[Movies](#) - Great multi step problem - How to solve on an empty n. Line

[Hiking](#) - Elapsed Time - repeated intervals on an empty number line (A similar type of question was on last year's IAR)