

NOT SO WIMPY

UNIT 10:

END OF THE YEAR

MATH REVIEW

3RD GRADE

MATH CURRICULUM

15 DAYS OF LESSON PLANS,
POWERPOINTS, PROBLEM
SETS, EXIT TICKETS, AN
ESCAPE ROOM AND MORE!



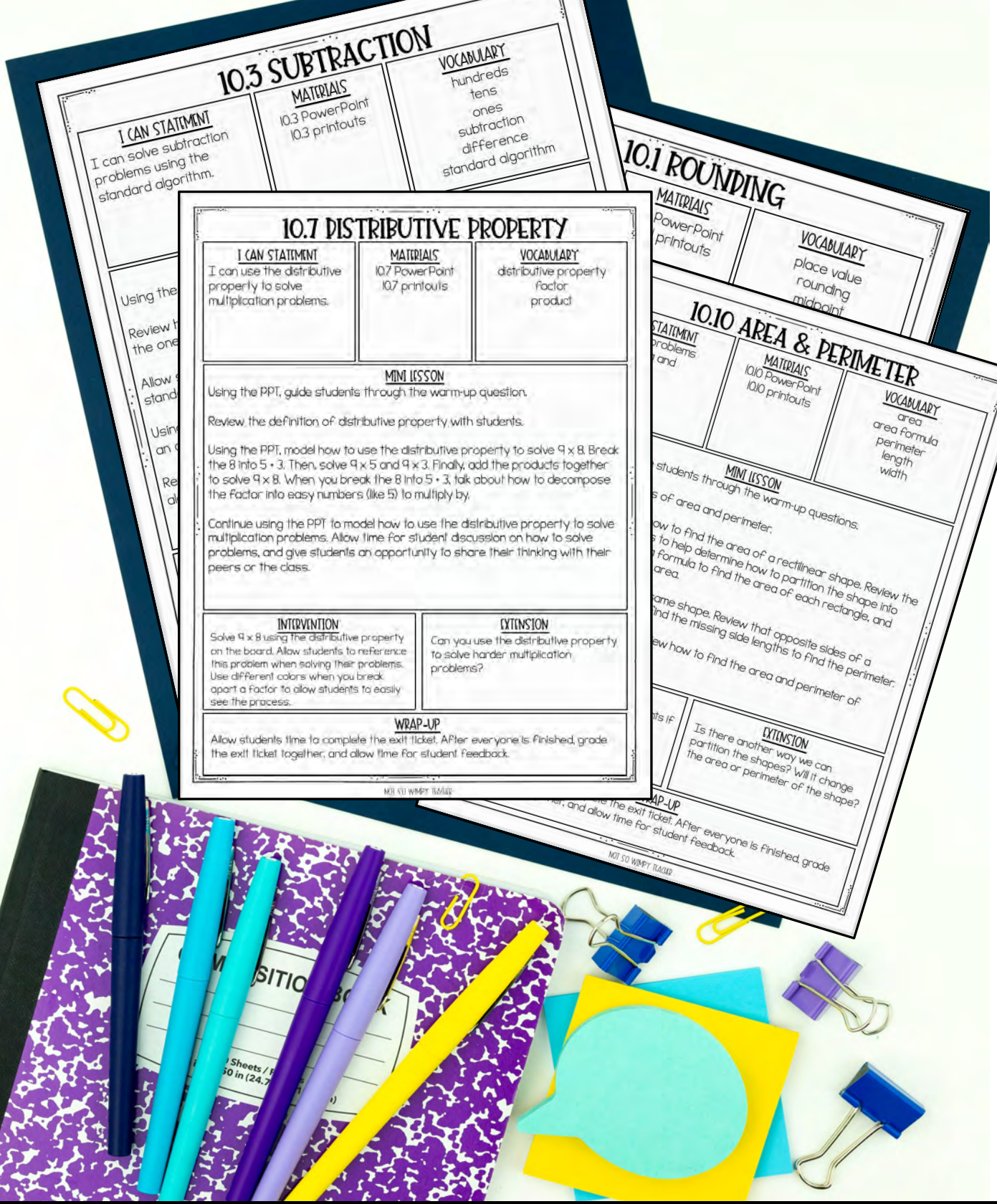


UNIT 10: REVIEW at a glance

Day 1 Rounding	Day 2 Addition	Day 3 Subtraction	Day 4 Multiplication	Day 5 Division
Day 6 Division	Day 7 Distributive Property	Day 8 Multiplication Properties	Day 9 Area and Perimeter	Day 10 Area and Perimeter
Day 11 Two Step Word Problems	Day 12 Fractions	Day 12 Fractions	Day 13 Measurement	Day 15 Escape Room Review

Notes:

Includes a pacing guide to see
daily lessons at a glance



10.3 SUBTRACTION

I CAN STATEMENT

I can solve subtraction problems using the standard algorithm.

MATERIALS

10.3 PowerPoint
10.3 printouts

VOCABULARY

hundreds
tens
ones
subtraction
difference
standard algorithm

10.7 DISTRIBUTIVE PROPERTY

I CAN STATEMENT

I can use the distributive property to solve multiplication problems.

MATERIALS

10.7 PowerPoint
10.7 printouts

VOCABULARY

distributive property
factor
product

MINI LESSON

Using the PPT, guide students through the warm-up question.

Review the definition of distributive property with students.

Using the PPT, model how to use the distributive property to solve 9×8 . Break the 8 into $5 + 3$. Then, solve 9×5 and 9×3 . Finally, add the products together to solve 9×8 . When you break the 8 into $5 + 3$, talk about how to decompose the factor into easy numbers (like 5) to multiply by.

Continue using the PPT to model how to use the distributive property to solve multiplication problems. Allow time for student discussion on how to solve problems, and give students an opportunity to share their thinking with their peers or the class.

INTERVENTION

Solve 9×8 using the distributive property on the board. Allow students to reference this problem when solving their problems. Use different colors when you break apart a factor to allow students to easily see the process.

EXTENSION

Can you use the distributive property to solve harder multiplication problems?

WRAP-UP

Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

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10.1 ROUNDING

MATERIALS

PowerPoint
printouts

VOCABULARY

place value
rounding
midpoint

10.10 AREA & PERIMETER

MATERIALS

PowerPoint
printouts

MATERIALS

10.10 PowerPoint
10.10 printouts

VOCABULARY

area
area formula
perimeter
length
width

MINI LESSON

students through the warm-up questions.
of area and perimeter.

ow to find the area of a rectilinear shape. Review the formula to find the area of each rectangle, and find the missing side lengths to find the perimeter.

ame shape. Review that opposite sides of a rectangle are equal in length. Review how to find the area and perimeter of a shape.

ew how to find the area and perimeter of a shape.

WRAP-UP

Is there another way we can partition the shapes? Will it change the area or perimeter of the shape?

WRAP-UP

the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

NOT SO WIMPY TEACHER

INCLUDES WHOLE GROUP LESSON PLANS!

10.7 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, eraser, marker

MATERIALS FOR STUDENTS: whiteboards, erasers, markers

APPROACHING	Model how to use the distributive property to solve 8×7 . Ask students how to break apart the 8 to find easy numbers. After you finish solving the problem with students, write the problem on their whiteboards and break apart the 8 to multiply. Ask students to decompose the factor, have them explain why they did that. Finish solving the problem together. Repeat with 8×4 , 9×7 , and 7×8 .
ON TRACK	Write 8×8 on your whiteboard. Ask students to solve the problem on their boards and break apart the 8 they chose how to break apart the factor. Have the students solve 6×9 using the distributive property. Check for accuracy and have students to share how they solved the problem. Repeat with 8×4 , 9×7 , and 7×8 .
MASTERS	Have students solve 8×8 using the distributive property. Check for accuracy and have students to share how they solved the problem. Repeat with 8×4 , 9×7 , and 7×8 .
NOTES:	

NOT SO WIMPY TEACHER

10.13 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser

MATERIALS FOR STUDENTS: whiteboards, markers, erasers

APPROACHING	Model how to draw a fraction that represents $3/4$ on your whiteboard. Tell students that you want to compare $3/4$ to $3/8$. Ask students what would be important to remember when drawing a model to represent $3/8$. Draw the model and compare the fractions. Ask students to draw models of $4/8$ and $3/8$. Discuss how to compare those fractions. Repeat with $6/2$ and $4/2$ and $8/10$ and $8/7$.
ON TRACK	Ask students to draw models of $3/4$ and $3/8$ on their whiteboards. Discuss if their models are appropriate to compare fractions. Have students write a comparison statement using $>$, $<$, or $=$ to compare the fractions. Repeat with $6/2$ and $4/2$ and $8/10$ and $8/7$.
MASTERS	Ask students to draw models of $3/4$ and $3/8$ on their whiteboards. Discuss if their models are appropriate to compare fractions. Discuss if we can compare the fractions without using models. Write $3/4$ and $4/4$ on your whiteboard, and ask students to write a comparison statement for the fractions. Check the comparison statement by drawing models. Repeat with $6/2$ and $4/2$ and $8/10$ and $8/7$.
NOTES:	

NOT SO WIMPY TEACHER



INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Name: _____

Unit 10 Lesson 2 Problem Set

Directions: Solve each problem using the standard algorithm.

1. $692 + 268$ 2. $1,765 + 541$ 3. $679 + 488$

Name: _____

Unit 10 Lesson 4 Homework

Directions: Draw the array that represents the multiplication equation.

1. $6 \times 7 = 42$ 2. $4 \times 3 = 12$

Name: _____

Unit 10 Lesson 1 Problem Set

Directions: Round each number to the nearest 10 using the vertical number line.

1. 827 2. 35 3. 492

827 \approx _____ 35 \approx _____

Name: _____

Unit 10 Lesson 3 Homework

Directions: Find the difference using the standard algorithm.

1. $492 - 94$ 2. $800 - 94$ 3. $887 - 192$ 4. $655 - 49$

5. $50 - 93$ 7. $726 - 725$ 8. $494 - 203$

Name: _____

Unit 10 Lesson 2 Exit Ticket

Directions: Solve each problem using the standard algorithm.

1. 289 2. $6,799$

Name: _____

Unit 10 Lesson 4 Exit Ticket

Directions: Draw an array that represents the equation.

1. $4 \times 2 = 8$

Name: _____

Unit 10 Lesson 12 Exit Ticket

Directions: Model the given fractions on the number lines.

1. $\frac{2}{6}$

Directions: Round each number to the nearest 100.

4. 526 5. 982

526 \approx _____ 982 \approx _____

Directions: Read and solve the problem.

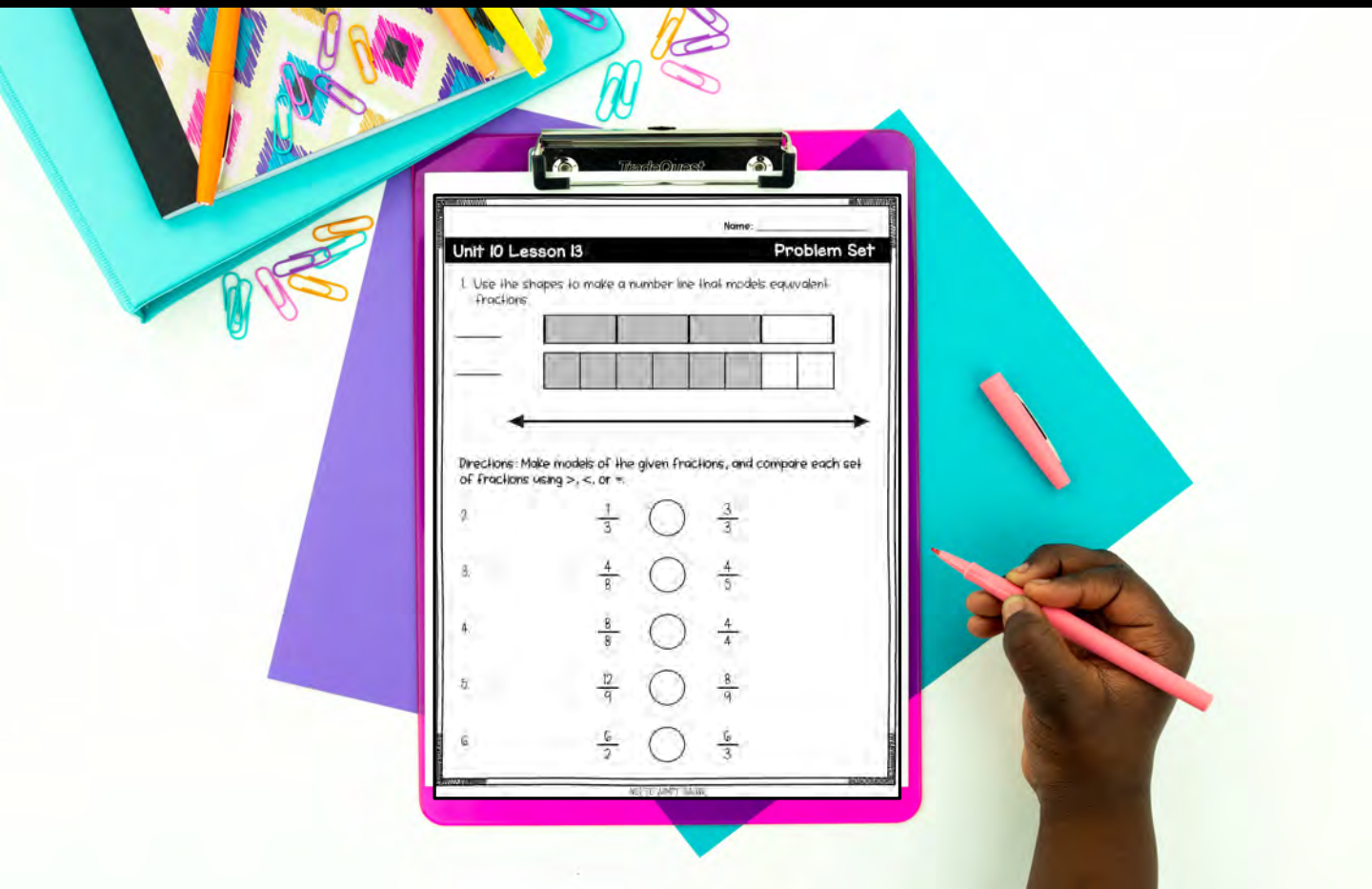
7. Guadalupe spent about \$70 on a present the nearest 10. Which choice could be the price of the present?

a. \$64 b. \$75 c. \$69

the zoo. There are 205 animals on the east side, and 192 animals on the west side of the zoo. How many more animals are on the east side of the zoo?

present at school on Monday. There were 937 students present on Monday and 743 students present on Tuesday. What was the difference in the number of students present on the two days?

INCLUDES PROBLEM SETS, HOMEWORK, AND EXIT TICKETS FOR EACH DAY



10.4 Multiplication

I can solve multiplication problems using various strategies.

Fact Fluency

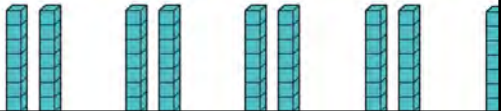
Multiply by 7!

Multiply each number shown by 7. Whisper-shout the product!

Multiplication

Solve 5×20 using base-ten blocks.

$$5 \times 20$$



7

Multiplication

Use an array to find the product.

$$3 \times 4$$

4 columns



Multiplication

Use equal groups to find the product.

$$8 \times 3 = 24$$

8 groups of 3

Centers

	MON.	TUES.	WED.	THURS.
GROUP 1	Meet the Teacher	Independent	Meet the Teacher	Independent
	Technology	Math Facts	Technology	Math Facts
	Independent	Meet the Teacher	Independent	Meet the Teacher
	Math Facts	Technology	Math Facts	Technology
	Technology	Math Facts	Technology	Math Facts
	Meet the Teacher	Independent	Meet the Teacher	Independent
	Math Facts	Technology	Math Facts	Technology
	Independent	Meet the Teacher	Independent	Meet the Teacher

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Exit Ticket

Directions: Draw an array that represents the equation.

1. $4 \times 2 = 8$

Directions: Draw equal groups that represent the equation.

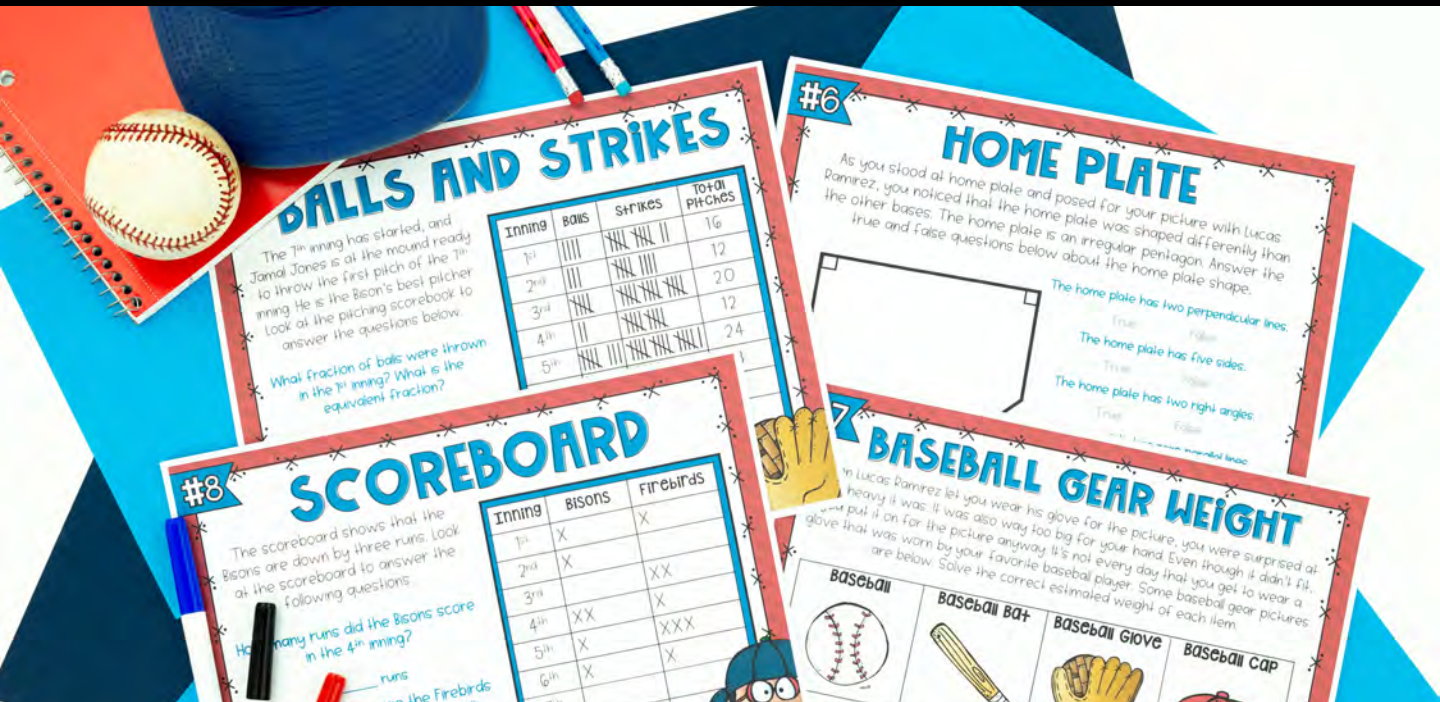
2. $5 \times 4 = 20$

Directions: Write the repeated addition sentence that represents the multiplication equation.

INCLUDES DAILY POWERPOINTS FOR TEACHING MATH SKILLS.



THIS UNIT INCLUDES A FUN AND EXCITING ESCAPE ROOM FOR AN END UNIT REVIEW



#8 BALLS AND STRIKES

The 7th inning has started, and Jamal Jones is at the mound ready to throw the first pitch of the 7th inning. He is the Bison's best pitcher. Look at the pitching scoreboard to answer the questions below.

What fraction of balls were thrown in the 1st inning? What is the equivalent fraction?

Inning	BALLS	STRIKES	TOTAL PITCHES
1 st			16
2 nd			20
3 rd			12
4 th			24
5 th			1

#8 SCOREBOARD

The scoreboard shows that the Bisons are down by three runs. Look at the scoreboard to answer the following questions.

How many runs did the Bisons score in the 4th inning?

_____ runs _____ runs

_____ runs _____ runs

Inning	BISONS	FIREBIRDS
1 st	X	X
2 nd	X	XX
3 rd	XX	X
4 th	X	XXX
5 th	X	X
6 th	X	

#6 HOME PLATE

As you stood at home plate and posed for your picture with Lucas Ramirez, you noticed that the home plate was shaped differently than the other bases. The home plate is an irregular pentagon. Answer the true and false questions below about the home plate shape.

- The home plate has two perpendicular lines. True False
- The home plate has five sides. True False
- The home plate has two right angles. True False

#7 BASEBALL GEAR WEIGHT

In Lucas Ramirez let you wear his glove for the picture, you were surprised at how heavy it was. It was also way too big for your hand. Even though it didn't fit, you put it on for the picture anyway. It's not every day that you get to wear a glove that was worn by your favorite baseball player. Some baseball gear pictures are below. Solve the correct estimated weight of each item.

Baseball	Baseball Bat	Baseball Glove	Baseball Cap

INCLUDES INTERACTIVE NOTEBOOKS FOR ENGAGING STUDENT REVIEW

Directions: Cut along the scissor lines. Glue the flaps into a journal. Under each flap, write and solve the word problem.

ADDITION

Standard Algorithm

Jack traveled 425 miles for vacation. Evan traveled 293 more



Directions: Cut along the scissor lines. Glue the flaps into a journal. Under each flap, solve the problem using the standard algorithm.

SUBTRACTION

Standard Algorithm



Directions: Cut along the scissor lines. Glue the flaps into a journal. Write the property shown under each flap. For the last three problems, solve using the distributive property.

MULTIPLICATION

Pr

$$(7 \times 2) + (10 \times 2) = 17 \times 2$$

$$9 \times 1 = 9$$

$$(6 \times 2) \times 3 = 6 \times (2 \times 3)$$

Use the distributive property to solve

$$12 \times 4$$

Directions: Cut along the scissor lines. Glue the flaps into a journal. Under each flap, solve the problem given using the strategy given.

MULTIPLICATION

Strategies to Multiply

Solve 6×4 using repeated addition.

Solve 6×40 using base-ten blocks.



Directions: Cut along the scissor lines. Glue the flaps into a journal. Under each flap, solve the problem given using the strategy given.

DIVISION

Strategies to Divide

Solve $42 \div 7$ using skip counting.

Solve $40 \div 8$ using equal groups.

Solve $25 \div 5$ using repeated

Solve $36 \div 6$ using a tape



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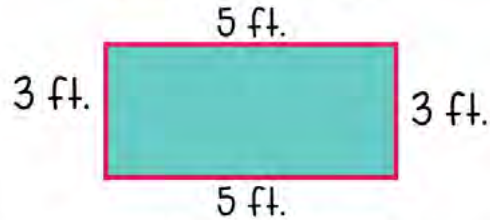


TELLING TIME



PERIMETER

Perimeter is the length of the outside edges.



Add all sides to find the perimeter of a shape.

$$3 + 5 + 3 + 5 = 16 \text{ feet}$$

ANCHOR CHARTS FOR TEACHER AND STUDENTS TO REFERENCE AND TOOLS TO USE THROUGHOUT THE UNIT

Multiplication Table

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30

FINDING AREA



STEP 1:
Partition into 5 columns.



STEP 2:
Partition into 3 rows.



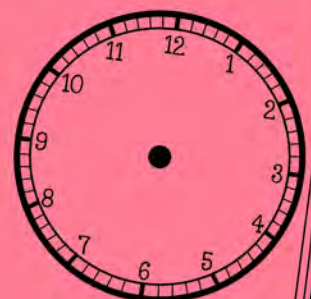
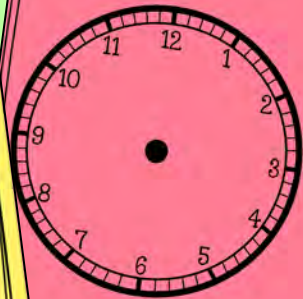
STEP 3:
Count the unit squares.
15 square feet

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

Number Lines



Blank Clocks



10 Lesson II

Directions: Solve each problem using the word problem.
Hope purchased 5 packs of gum that were \$2 each. She also purchased 8 candy bars that were \$2 each. How much did she spend in all?

2. Cynthia spent 47 minutes doing her reading. She then had 9 math problems that took 10 minutes each. How many minutes did she spend doing her homework?

3. Giovanni is exercising at the park. He runs 10 minutes to complete each lap. He runs 5 laps. How many minutes did he spend at the park?

10.13 FRACTIONS

I CAN STATEMENT I can solve problems involving fractions.	MATERIALS 10.13 PPT 10.13 printouts	VOCABULARY fraction partition numerator denominator unit fraction whole
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MINI LESSON

Using the PPT, guide students through the warm-up questions.

Review the following vocabulary words: fraction, numerator, denominator, and unit fraction.


Using the PPT, review how to partition a number line to show a given fraction. Using the same number line, model how to make an equivalent fraction. Finish by boxing all equivalent fractions shown on the number line.

Name: _____

Homework

Model $\frac{2}{4}$.

Show one whole. Write the fraction in the space below.

3. 

Write the fraction in the space below.

Name: _____

Unit 10 Lesson 3 Exit Ticket

Directions: Find the difference using the standard algorithm.

$$\begin{array}{r} 400 \\ - 366 \\ \hline \end{array}$$

FRACTIONS

A fraction represents parts of a whole.

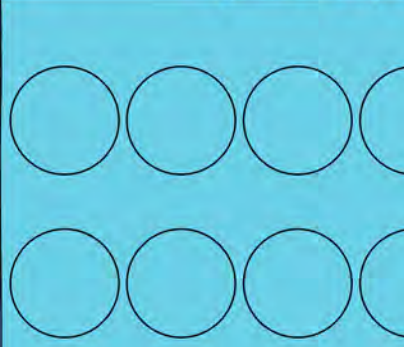
REGROUPING WITH SUBTRACTION

STEP 1: Line up the numbers vertically by their place value.

STEP 2: Subtract the ones.

STEP 3: Subtract tens and regroup.

Equal Groups

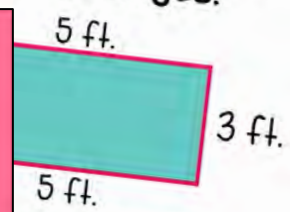


TELLING TIME



PERIMETER

Perimeter is the length of the outside edges.



ELAPSED TIME

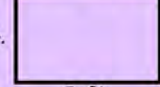
Directions: Cut along the scissor lines. Glue the flaps into a journal. Use the number line to find the elapsed time from the given times. Open the flap to write the total amount of time elapsed.

Find the elapsed time from 9:30-10:55.

Find the elapsed time from 7:52-9:41.

Find the elapsed time from 4:56-7:00.

BIG AREA

3 ft. 

5 ft.

STEP 2: Partition into 3 rows.

STEP 3: Count the unit squares. 15 square feet.

1	2	3	4	5
6	7	8	9	10

each day of math is fully planned for you with all the tools you'll need!