

NOT SO WIMPY

UNIT 3:

ADDITION &

SUBTRACTION

3RD GRADE

MATH CURRICULUM

25 DAYS OF LESSON PLANS,

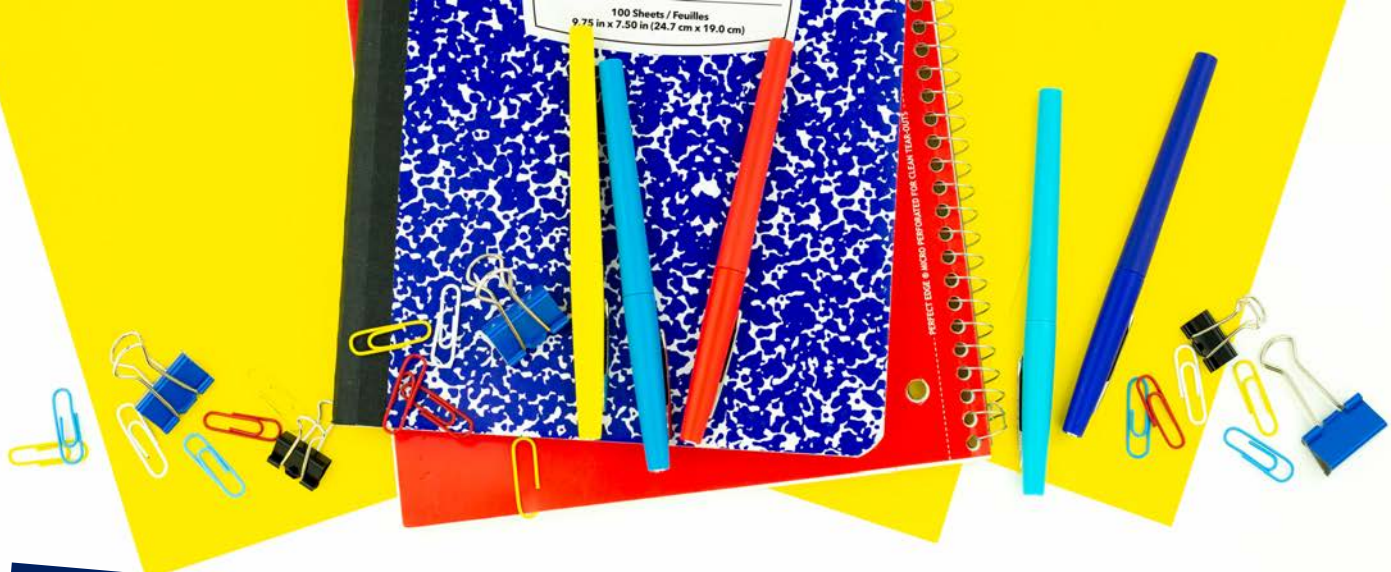
POWERPOINTS, PROBLEM

SETS, EXIT TICKETS,

ASSESSMENTS, GAMES,

TASK CARDS & MORE!





UNIT 3: ADDITION & SUBTRACTION *at a glance*

Day 1 Pretest & Expanded Form	Day 2 Number Line Addition	Day 3 Number Line Addition	Day 4 Addition with the Standard Algorithm	Day 5 Addition with the Standard Algorithm
Day 6 Addition with the Standard Algorithm Word Problems	Day 7 Commutative Property	Day 8 Associative Property	Day 9 Associative Property	Day 10 Review Day
Day 11 Subtraction with a Number Line	Day 12 Subtraction with a Number Line	Day 13 Subtraction with Models	Day 14 Subtraction with Models	Day 15 Subtraction with the Standard Algorithm
Day 16 Subtraction with the Standard Algorithm	Day 17 Subtracting Across Zeros	Day 18 Subtracting Across Zeros	Day 19 Word Problems	Day 20 Review Day
Day 21 Relationship Between Addition and Subtraction	Day 22 Patterns	Day 23 Word Problems	Day 24 PBL	Day 25 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NBT.2, 3.OA.8, and 3.OA.9

NOT SO NIMBY TEACHERS

Includes a pacing guide to see all
five weeks at a glance

3.17 SUBTRACTION ACROSS ZEROS

I CAN STATEMENT
I can solve subtraction problems across zeros.

MATERIALS
3.17 PowerPoint
3.17 printouts
THTO mats (intervention)

VOCABULARY
hundreds

3.17 SUBTRACTION ACROSS ZEROS

I CAN STATEMENT
I can solve subtraction problems across zeros.

MATERIALS
3.17 PowerPoint
3.17 printouts
THTO mats (intervention)

VOCABULARY
hundreds
tens
ones
subtraction

3.2 NUMBER LINE ADDITION

I CAN STATEMENT
I can add numbers using a number line.

MATERIALS
3. PowerPoint
3.2 printouts
THTO mats (intervention)

VOCABULARY
expanded form
standard form
place value
addition
hundreds
tens
ones
sum

MINI LESSON

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

Review the math vocabulary term "addition". Using the PPT, introduce the vocabulary word "addend" to students.

Model how to add 134 and 241 using the PPT. Walk students through each step, verbally guiding them while solving the equation.

Introduce students to the vocabulary word "sum". Use the PowerPoint to refer to it each time you model an addition problem in the PowerPoint to the students that when they see the word "sum", they should know they are solving an addition problem.

Continue modeling addition with number lines with the PowerPoint. So as you teach, and allow time for student questions.

INTERVENTION
Give students the THTO mats to organize their numbers into thousands, hundreds, tens, and ones.

EXTENSION
Ask students to model the addition on a number line and write the sum. What is the difference between the two methods?

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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3.5 STANDARD ALGORITHM

I CAN STATEMENT
I can add numbers using the standard algorithm.

MATERIALS
3.5 PowerPoint
3.5 printouts
THTO mats (intervention)

VOCABULARY
addition
hundreds
tens
ones
sum
standard algorithm

MINI LESSON

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

Review how to add using the standard algorithm.

This lesson is similar to Lesson 3.4. However, students will be introduced to addition with regrouping, while you are modeling how to regroup, make sure to refer to the appropriate place values.

For example, the first problem has students regroup in the ones place by adding 8 and 3. Refer to the sum, as eleven ones. Ask students if eleven ones is too many to write in the ones place. Ask students how many tens are in eleven ones. Write the ten in the tens place.

Repeat the strategy when regrouping the tens place. Later in the lesson, you will model adding four tens and six tens. Refer to the answer as ten tens. Ask students if ten tens is too many to write in the tens place or if you can put any in the hundreds place.

INTERVENTION
Give students the THTO mats to organize their numbers into thousands, hundreds, tens, and ones. Use these mats to align correctly, not just to add the numbers.

EXTENSION
Ask students to brainstorm why it is important to add from right to left from the ones place to the hundreds place. Ask if they could regroup correctly if they started with the hundreds place.

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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INCLUDES 25 DAYS OF WHOLE GROUP LESSON PLANS!

3.2 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser, laminator, mats

MATERIALS FOR STUDENTS: whiteboards, markers, erasers, place value mats

If you don't have access to a laminator, use a sleeve

APPROACHING	Use the place value mat to model how 532 is 3 tens, 5 is 5 hundreds, etc. Ask the students to decompose the value mats. Continue with numbers.
ON TRACK	If the students are showing subtraction on a number line. For equation with the number 834 - 324. Allow the students to ask them what you should do. Check student work, and ask students to model the number lines.
MASTERY	Model addition with the number 834 + 324. Allow the students to ask them what you should do. Check each step. Allow students to continue with 1542 + 12.
NOTES:	

3.4 MEET THE TEACHER

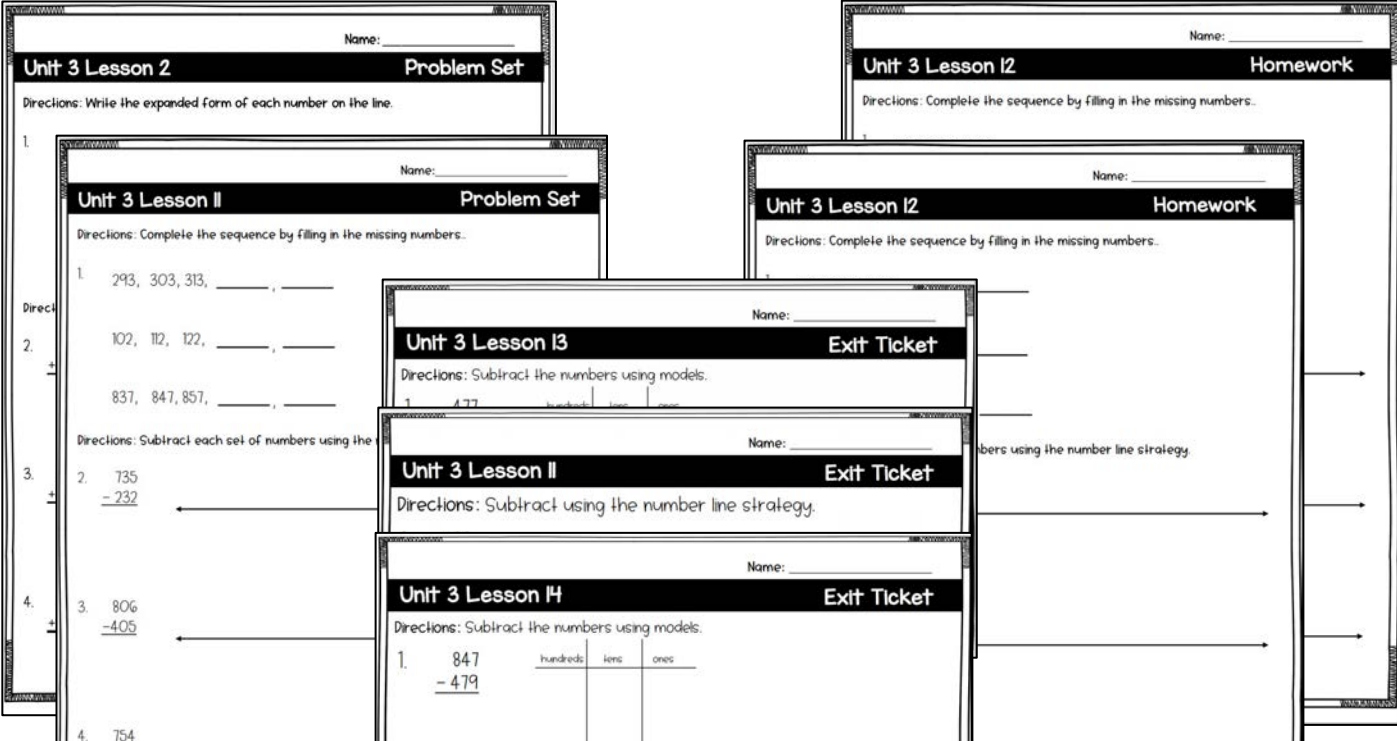
MATERIALS FOR TEACHER: whiteboard, marker, eraser, place value mat

MATERIALS FOR STUDENTS: whiteboards, markers, erasers, place value mats

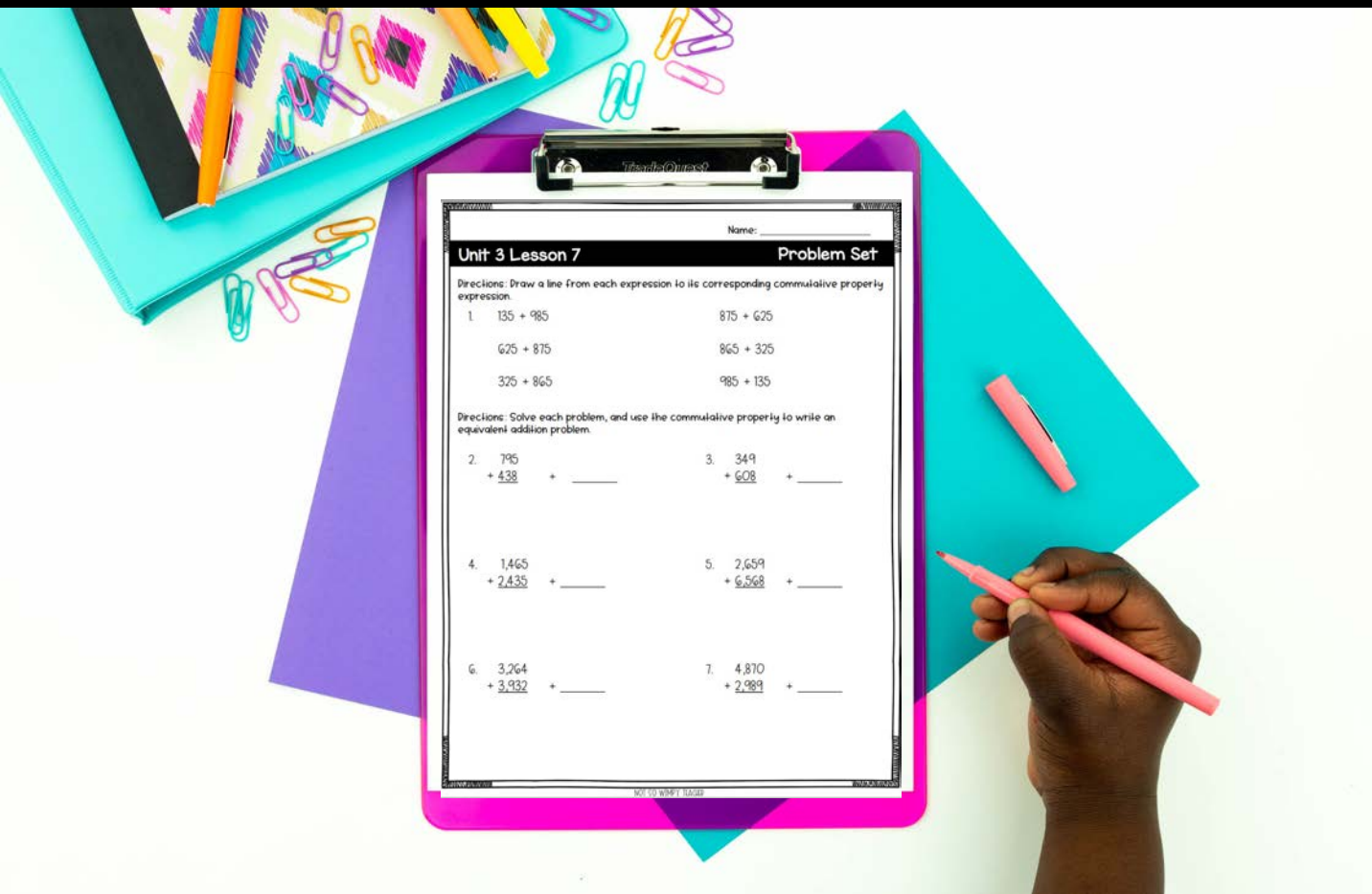
APPROACHING	Model aligning 432 + 532 on the place value mat. Ask students to model and align 432 + 532 on their place value mats like yours. Starting with the ones place, add the numbers. Model how to add each place value. Ask students to add the same way on their boards. When you are finished, ask students what the sum is. Repeat with 63 + 276.
ON TRACK	Ask students to line up 432 + 532 on their whiteboards. Check to make sure that each student has done this correctly. Walk the students through adding the numbers in the correct order. Ask the students if they can remember what we call the answer to an addition problem. Repeat with 63 + 276.
MASTERY	Pick a student to model how to set up 432 + 532 on their whiteboard. Have all students copy the problem. Ask another student what the first step is and have them model adding the ones place first. Have students follow along on their boards. Pick another student to model the next step adding the tens. Have all students do the same on their boards. Continue until the problem is solved. Repeat with 463 + 3276.
NOTES:	



INCLUDES 22 DAYS OF SMALL GROUP/
MEET WITH TEACHER LESSON PLANS



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



a Fun and Engaging End of the Unit Project Based Learning Review Activity Included



LET'S GO

What a game! The Springfield Stingrays won at the stadium, it's...

Bus Color

Red

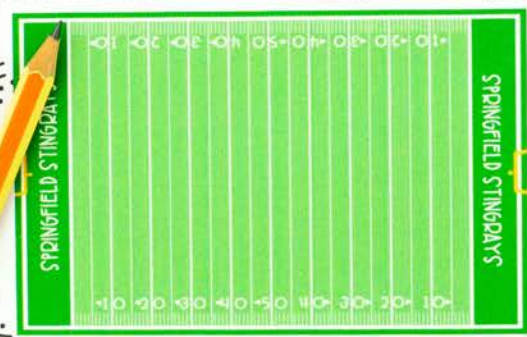
HALFTIME GAME

Three people get chosen to play a halftime game! Each person gets 5 throws through the goal posts to try and beat 250 points. Use the tally chart below to help you answer the questions.

THROWS WORTH	THROWS WORTH	THROWS WORTH	TOTAL POINTS

HALFTIME SHOW

Wow what a first half! The Stingrays are leading by two! Now it's time for some halftime entertainment!



- The band started performing at the 0 yard line. They moved 35 yards forward and then 17 yards back. Where did they end?
- The dancing Stingettes, began performing at the 24 yard line and they danced 12 more yards. Where did their performance end?

After the band and Stingettes finished performing, the cheerleaders performed three cheers.

ORDER	CHEER NAME	CHEER LENGTH
1	T-E-A-M	75 seconds
2	Go, Stingrays!	163 seconds
3	Get Excited!	

- How long did the first two cheers last?
- If all three cheer routines lasted 300 seconds in total, how many seconds did the third cheer last?



- Fill in the total points
- Who won the game
- How many more points
- Part A: If the player...
Part B: How many...
- If you were chosen but less than 500

3.21 Related Facts

I can explain the relationship between addition and subtraction.

Fact Fluency

Subtraction within 20

$$20 - 15 =$$

Related Facts

Turn and Talk!

What do you notice about the relationship between addition and subtraction?

$$\begin{array}{r} 82 \\ + 68 \\ \hline \end{array} \qquad \begin{array}{r} 150 \\ - 68 \\ \hline \end{array}$$

Related Facts

Using the fact we solved earlier, write a related addition fact.

Related Facts

Using the fact we solved earlier, write a related subtraction fact.

Centers

	MON.	TUES.	WED.	THURS.
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: Solve each problem. Write a related fact beside the problem.

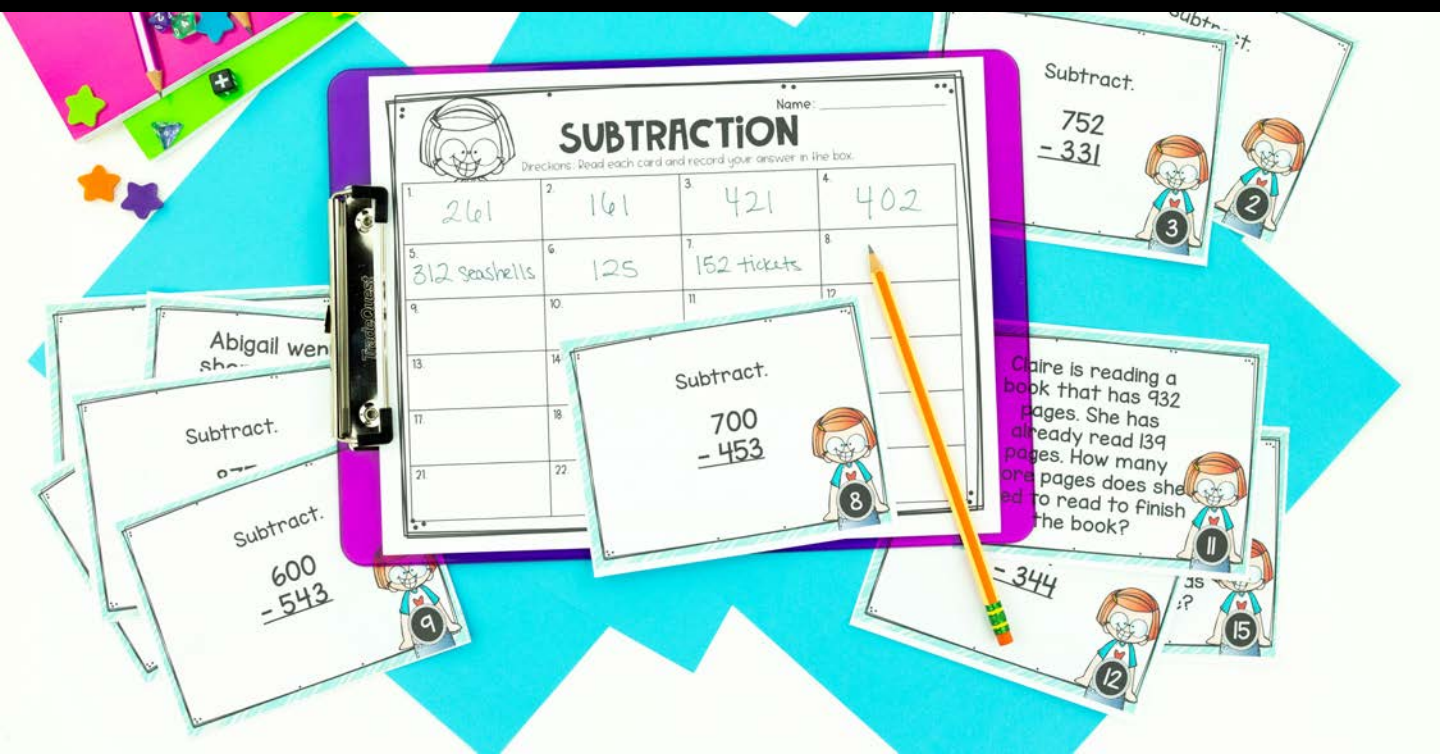
1. $\begin{array}{r} 956 \\ - 369 \\ \hline \end{array} + \underline{\hspace{2cm}}$ 2. $\begin{array}{r} 200 \\ - 147 \\ \hline \end{array} + \underline{\hspace{2cm}}$

3. $\begin{array}{r} 347 \\ + 299 \\ \hline \end{array} - \underline{\hspace{2cm}}$ 4. $\begin{array}{r} 503 \\ + 477 \\ \hline \end{array} - \underline{\hspace{2cm}}$

INCLUDES 21 DAILY POWERPOINTS FOR TEACHING MATH SKILLS.



games and scoots are included
 FOR END OF ADDITION AND
 SUBTRACTION REVIEW



INCLUDES PRE- AND POST-ASSESSMENTS, ANSWER KEYS AND A RUBRIC FOR TRACKING STUDENT PROGRESS

Unit 3

9. Solve each problem, and then use a related addition fact for each problem.

$$\begin{array}{r} 324 \\ + 626 \\ \hline \end{array}$$

10. Solve each problem.

$$459 + (174 + 265) =$$

$$(459 + 174) + 265 =$$

11. Subtract each set of numbers.

$$\begin{array}{r} 400 \\ - 274 \\ \hline \end{array}$$

12. Write the four related facts for 878.

$$(459 + 174) + 265 = 633 + 265 = 898$$

11. Subtract each set of numbers.

$$\begin{array}{r} 400 \\ - 274 \\ \hline 126 \end{array}$$

12. Write the four related facts for 878.

$$878 - 514 = 364 \quad 514 + 364 = 878$$

$$878 - 364 = 514 \quad 364 + 514 = 878$$

Unit 3

1. Change each number to expanded form and add.

$$\begin{array}{r} 422 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 564 \\ + 333 \\ \hline \end{array}$$

2. Add each set of numbers using the number line strategy.

$$32 + 407 \longleftarrow$$

Unit 3

5. Use models to find the difference.

763	hundreds	tens	ones	472	hundreds	tens	ones
-252				-399			

6. Subtract each set of numbers using the number line strategy.

$$459 - 233 \longleftarrow$$

Assessment

the standard algorithm.

$$\begin{array}{r} 654 \\ - 544 \\ \hline \end{array}$$

the standard algorithm.

$$\begin{array}{r} 354 \\ - 298 \\ \hline \end{array}$$

the standard algorithm.

$$\begin{array}{r} 654 \\ - 544 \\ \hline 110 \end{array}$$

Skill	Expanded form addition	Number line addition	Standard algorithm addition no regrouping	Standard algorithm addition with regrouping	Use models to subtract	Number line subtraction	Standard algorithm subtraction no regrouping	Standard algorithm subtraction with regrouping	Comm. property	Associative property	
Student	Question Number	1	2	3	4	5	6	7	8	9	10
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2
		___/2	___/2	___/3	___/3	___/2	___/2	___/3	___/3	___/2	___/2

4. Add each set of numbers using the standard algorithm.

$$\begin{array}{r} 375 \\ + 265 \\ \hline 640 \end{array}$$

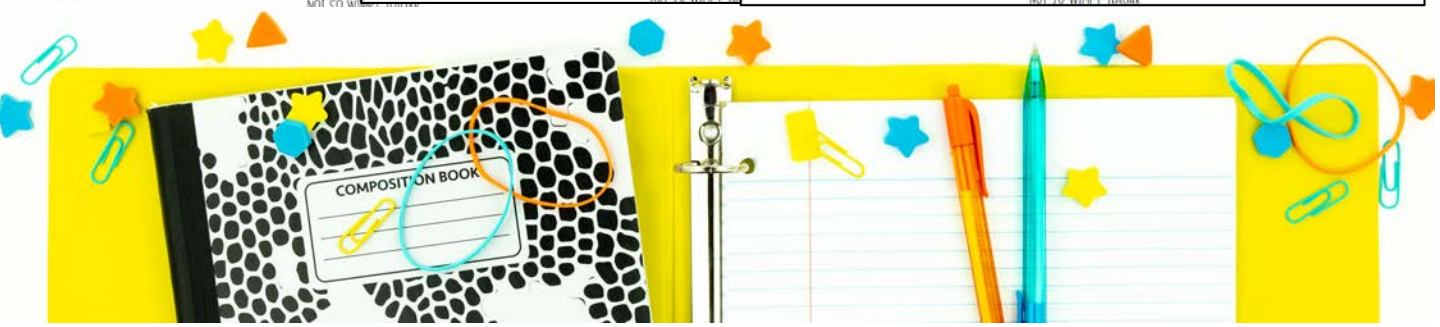
$$\begin{array}{r} 633 \\ + 297 \\ \hline 930 \end{array}$$

8. Subtract each set of numbers using the standard algorithm.

$$\begin{array}{r} 609 \\ - 367 \\ \hline 242 \end{array}$$

$$\begin{array}{r} 742 \\ - 477 \\ \hline 265 \end{array}$$

$$\begin{array}{r} 354 \\ - 298 \\ \hline 56 \end{array}$$



REGROUPING WITH SUBTRACTION

STEP 1:

Line up the numbers vertically by their place value

$$\begin{array}{r} 344 \\ -254 \\ \hline \end{array}$$

STEP 2:

Subtract the ones

$$\begin{array}{r} 344 \\ -254 \\ \hline 0 \end{array}$$

STEP 3:

Subtract the tens

$$\begin{array}{r} 344 \\ -254 \\ \hline 300 \end{array}$$

NUMBER LINE: ADDITION

$$134 + 241 = 375$$

STEP 1:

Place the first addend on the number line

STEP 2:

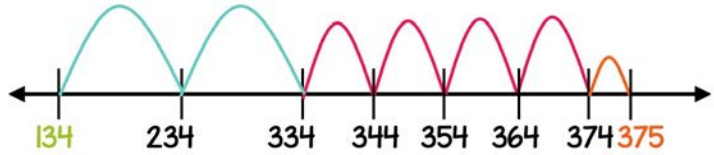
Add the hundreds of the other addend

STEP 3:

Add the tens of the other addend

STEP 4:

Add the ones of the other addend and find the sum



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FOR USE WITH LESSONS 22-23

VOCABULARY CARDS AND ANCHOR CHARTS FOR TEACHER AND STUDENTS TO REFERENCE THROUGHOUT THE UNIT

MODEL

a quick picture that



ADDENDS

the numbers added

together

$$25 + 64 = 89$$



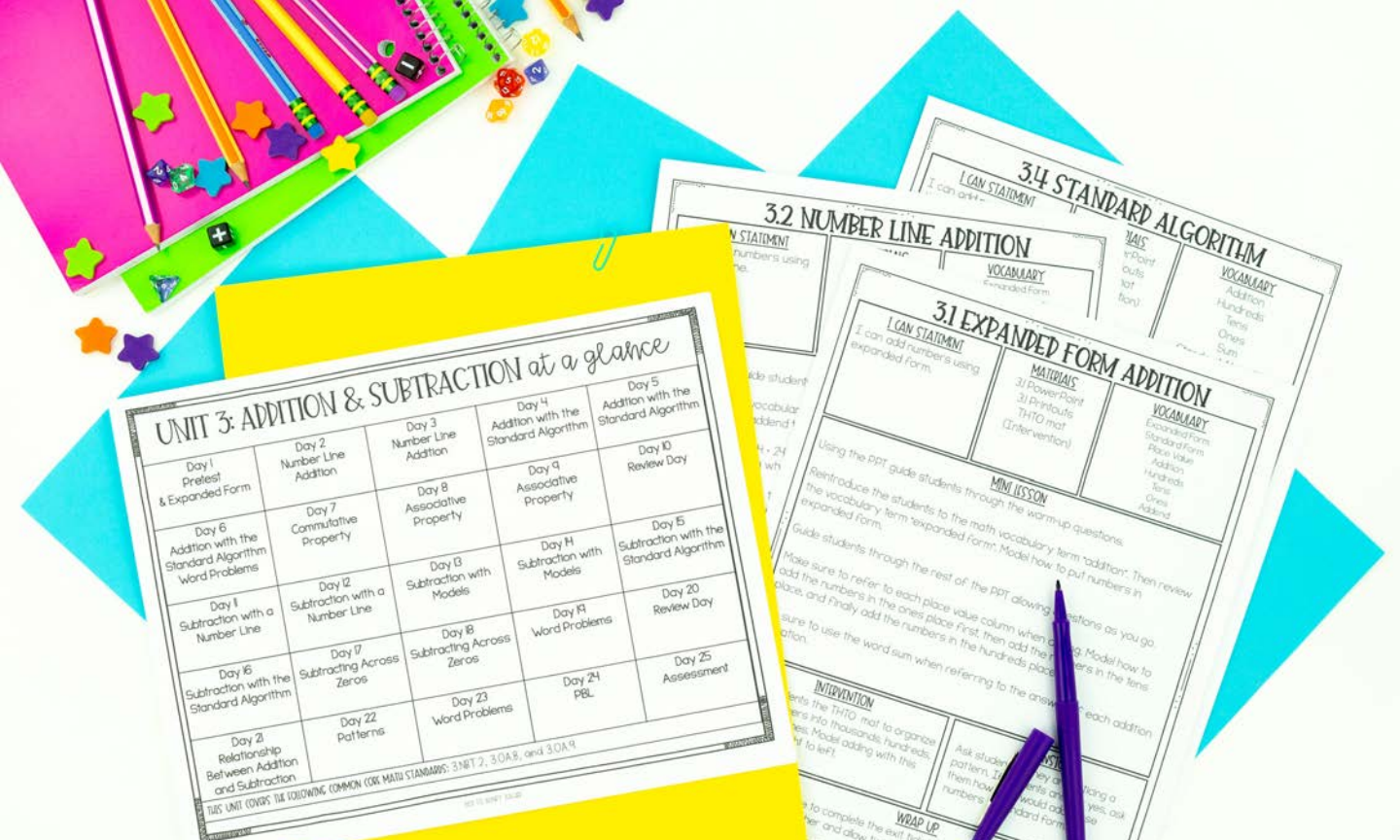
SUM

the answer to an addition problem

$$15 + 20 = 35$$



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

