|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First Trimester** | Grade: 3 | | | | Unit Number: 2 | | |
| Unit Overview:  Unit Overview:  Unit 2 will review addition and subtraction of whole numbers, with special emphasis on the basic facts and their extensions; solution strategies for addition and subtraction number stories; and addition and subtraction computation with multi-digit numbers. | | | | | | |
| Essential Question: | | | | | | |
| Academic Vocabulary: order of operations estimation rounding arithmetic pattern place value algorithm | | | | | | |
| Lesson | Standard | Guiding Questions | Differentiation | | Additional Resources | Student Learning Goals |
| 2.1 | **3.OA.9**  **3.NBT.2** | Why is it important to be able to explain what you did to solve a math problem and why it works? |  | |  | I can…   * Identify and write, in both numerals and words, numbers up to six-digits. * Represent thousands as then groups of hundreds. * Count forward and backward by 1s, 2s, 5s, 10s, and 100s from any given three- or four-digit number. * Compare whole numbers greater than three digits using ‹, ›, and =. * Compare and order whole numbers up to 5 digits from least to greatest or greatest to least. * Use these for operations (=, -, X, ÷) to solve two-step word problems. * Write equations using a letter standing for the unknown number. * Decide if my answers are reasonable using mental math and estimation strategies including rounding. * Identify arithmetic patterns in number charts, addition tables, and multiplication tables. * Explain arithmetic patterns in number charts, addition tables, and multiplication tables. * Explain arithmetic patterns using properties of operations. * Round whole numbers to the nearest 10 or the nearest 100. * Quickly add and subtract within 1,000 using a strategy (or algorithm) based on place value, properties of operations, and the relationship between addition and subtraction. |
| 2.2 | **3.OA.9**  **3.NBT.2** | When is the relationship between ones, tens, and hundreds important in mathematics?  How does knowing about the relationship between ones, tens, and hundreds help you solve problems with larger numbers? |  | |  |
| 2.3 | **3.NBT.2** | Why are rules important in mathematics? |  | |  |
| 2.4 | **3.NBT.2** | Why is it important to make a plan when solving math problems? |  | |  |
| 2.5 | 3.NBT.2 | How diagrams and number models help you solve math problems? |  | |  |
| 2.6 | 3.NBT.2 | Why is collecting, comparing, and recording data important? |  | |  |
| 2.7 | **3.OA.8**  **3.NBT.1**  **3.NBT.2** | Why is it important to check whether your answer makes sense? |  | |  |
| 2.8 | **3.OA.8**  **3.NBT.1**  **3.NBT.2** | When might you need to know what time it will be in 30 minutes?  Why is telling time important? |  | |  |
| 2.9 | **3.OA.8**  **3.NBT.2** | Why is it important to make sense of problems in mathematics? |  | |  |
| Assessment: | | | | | | | |