Third Grade Mathematics Newsletter

Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Numbers and Operations in Base Ten	• round whole numbers to the nearest 10 or 100 using place value as a way to check if addition and subtraction answers are reasonable. • demonstrate fluency in addition and subtraction within 1,000 using numeric strategies.
Operations and Algebraic Thinking	• solve for the unknown in two-step addition and subtraction problems.

Thinking and Academic Success Skills (TASS)		
	It is . . .	In mathematics, students will . . .
Analysis	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	• use the part-part-whole relationship of addition and subtraction to find an unknown quantity. • utilize place value understanding of digits when adding and subtracting numbers. • solve a two-step word problem by understanding the relationship of what is known and unknown within the problem.
Collaboration	working effectively and respectfully to reach a group goal.	• share ideas with others to identify efficient strategies for addition and subtraction. • work productively with others to determine efficient strategies for solving two-step word problems. • work together to identify and explain patterns in an addition table.

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Learning Experiences by Measurement Topic (MT)

MT	🚌 In school, your child will . . .	🏠 At home, your child can . . .
Numbers and Operations in Base Ten	• use a variety of place value strategies to compose numbers when adding 3-digit quantities. e.g. n = 274 +358. $\boxed{\begin{array}{l} 200 + 300 = \mathbf{500} \\ 70 + 50 = \mathbf{120} \\ 4 + 8 = \mathbf{12} \end{array}} \rightarrow \boxed{\begin{array}{l} 500 + 100 = \mathbf{600} \\ 20 + 10 = \mathbf{30} \\ 2 \end{array}} \rightarrow \boxed{\mathbf{600 + 30 + 2 = 632}}$ • use place value to decompose tens or hundreds when subtracting. • discuss and evaluate strategies for adding and subtracting 3-digit numbers to determine which are more efficient. • use visual aids such as 1-1,000 charts and number lines to explain what a given number will be as it is rounded to the nearest 10 or 100. • create a 3-digit addition/subtraction problem and utilize rounding as a strategy to determine if the sum or difference is reasonable.	• create two numbers over 100. While adding, have your child explain how place value helps determine whether to compose a 10 or 100. • use multiple strategies to subtract 3 digit numbers found in a magazine or book. Ask your child to analyze which strategy is most efficient to solve the problem. • work collaboratively to identify 5 numbers that would round to 400. Discuss the strategies used to round the numbers. Website to support learning: http://lrt.ednet.ns.ca/PD/BLM/table_of_contents.htm
Operations and Algebraic Thinking	• add or subtract to solve equations with unknowns in all positions using a variety of strategies. • analyze and represent two-step addition and subtraction word problems as equations.	• create and solve two step word problems based on real life situations. e.g. Johnny drove 238 miles to an amusement park. Sarah drove 52 miles more than Johnny. Andrea drove 87 miles less than Sarah. How many miles did Andrea drive to the amusement park?

Glossary	**compose**: the process of joining numbers into a whole number **decompose**: breaking a number into two or more parts to make it easier with which to work **equation**: a number sentence stating that the expressions on either side of the equal sign are in fact equal **fluency / fluently**: using efficient, flexible and accurate methods of computing