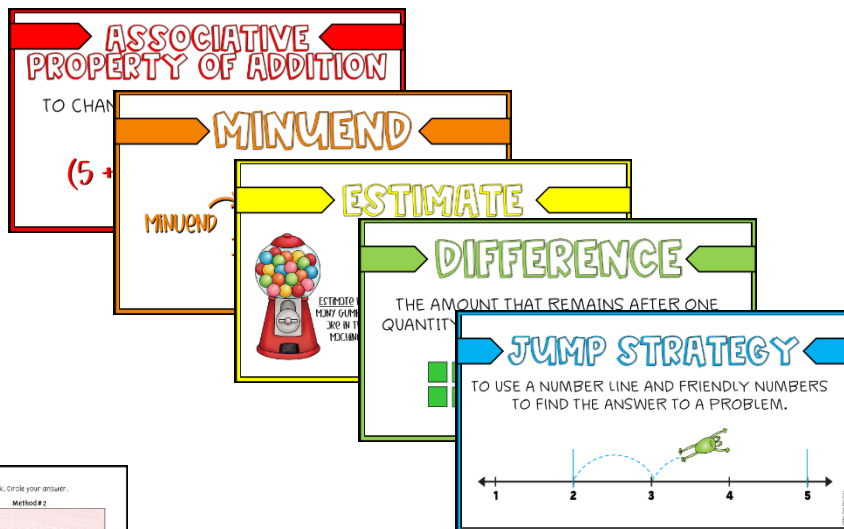


3<sup>RD</sup>  
GRADE

# VOCABULARY CARDS

CCSS aligned vocabulary cards for use during the lessons, your word walls, and so much more. These are also included in the digital version so you can project them on your board.



**ADDING & SUBTRACTING PRE-TEST**

Name: \_\_\_\_\_

Directions: Solve the following problems using at least two different methods. Show your work. Circle your answer.

| Problem      | Method #1  | Method #2 |
|--------------|--|-----------|
| 463<br>+ 375 | Solve each problem below. Show your work. When finished, check your answer using another method. |           |
| 527<br>+ 164 |  |           |
| 742<br>- 296 |  |           |
| 445<br>- 157 |  |           |

**ADDING & SUBTRACTING POST-TEST**

Directions: Solve the following problems using at least two different methods. Show your work. Circle your answer.

| Problem      | Method #1 | Method #2 |
|--------------|-----------|-----------|
| 463<br>+ 375 |           |           |
| 527<br>+ 164 |           |           |
| 742<br>- 296 |           |           |
| 445<br>- 157 |           |           |

**ASSOCIATIVE PROPERTY**

Look at each equation below and write on the line what property it is. Do not solve. Choose from one of the properties in the bank below. The properties may be used more than once.

Bank: Associative Property, Identity Property, Commutative Property

Equations:  $18 + 27 + 12 = 18 + (12 + 27)$ ,  $(18 + 27) + 12 = 18 + (27 + 12)$ ,  $18 + 27 = 27 + 18$ ,  $18 + 27 + 12 = 12 + 27 + 18$ ,  $18 + 27 = 27 + 18$ ,  $18 + 27 + 12 = 12 + 27 + 18$

## PRE-TESTS & POST TESTS

Pre-tests and Post-tests are provided so that you can determine what your students know and don't know. This also helps determine growth after the unit is complete.

## UNIT OVERVIEW

A suggested unit overview and pacing is provided, though it's not necessary to follow it. This is to help make planning easy on you. It is also set up so you can just click on the lesson and it'll take you directly to it.

UNIT OVERVIEW

Click on the box to go directly to that lesson. [Click here to access the Full Unit in Digital Form.](#)

|   |   |   |   |   |
|---|---|---|---|---|
| <b>LESSON 1</b><br>How does the split strategy (partial sums) help me add?<br>pg. 23        | <b>LESSON 2</b><br>What strategies can we use to add? (Split strategy)<br>pg. 32            | <b>LESSON 3</b><br>What strategies can we use to add? (Jump strategy)<br>pg. 43       | <b>LESSON 4</b><br>What strategies can we use to add? (Shortcut strategy pt. 1)<br>pg. 51 | <b>LESSON 5</b><br>What strategies can we use to add? (Shortcut strategy pt. 2)<br>pg. 64 |
| <b>LESSON 6</b><br>What strategies can we use to subtract? (Split strategy pt. 1)<br>pg. 72 | <b>LESSON 7</b><br>What strategies can we use to subtract? (Split strategy pt. 2)<br>pg. 87 | <b>LESSON 8</b><br>What strategies can we use to subtract? (Jump strategy)<br>pg. 101 | <b>LESSON 9</b><br>What strategies can we use to subtract? (Shortcut strategy)<br>pg. 110 | <b>LESSON 10</b><br>Adding algorithms (with an alternative)<br>pg. 121                    |
| <b>LESSON 11</b><br>Subtraction algorithm with zeros<br>pg. 133                             | <b>LESSON 12</b><br>Subtraction algorithm with zeros<br>pg. 142                             | <b>LESSON 13</b><br>How can the hundred chart help us add & subtract?<br>pg. 163      | <b>LESSON 14</b><br>How can the properties of addition help us add & subtract?<br>pg. 168 | <b>LESSON 15</b><br>Review<br>pg. 178   |

Pre-test pg. 19-22

Post-test pg. 181-184

VOCABULARY COVERED

CCSS COVERED

|  |  |   |
|--|--|---|
| subtrahend<br>strategy<br>algorithm<br>decompose<br>difference<br>estimate<br>pattern<br>subtract<br>split strategy<br>sum | minuend<br>addition<br>associative property of addition<br>commutative property of addition<br>identity property of addition<br>pattern<br>jump strategy<br>shortcut strategy<br>add | 3.NBT.2<br>3.OA.4<br>TEKS<br>3.2A<br>3.2B<br>3.2C<br>3.2D |
|--|--|---|

## LESSON PLANS

Detailed and thorough lesson plans to help you work through the workshop model. It includes the "I Can" statement, CCSS, vocabulary, materials used, intervention ideas, and extensions.

**Lesson 1 (What strategies can we use to add? Shortcut Strategy - Part 1)**

**I Can Statement**  
I can fluently add to 1000 using strategies based on place value.

**CCSS**  
3.NBT.2

**Vocabulary**  
Shortcut strategy, strategy, addend, sum (some words are reviewed).

**Materials**  
Strategy anchor chart, 100 Place (optional), base ten blocks, place value cards.

**Mini-Lesson**  
Today, we're going to teach you another strategy called the shortcut strategy. It's a strategy that helps you add a number that can be easily added in our head, and it's a shortcut. We're going to use base ten blocks to help us understand how it works. (Demonstrate for student.)

**Active Engagement**  
Right now, I'm going to have you try out the shortcut strategy with base ten blocks and strategy notes. Have them work through the process just as you did with labeling. They wanted to make the friendly number. Then have them add over to the other to change it to a friendly number. (Strategy notes: Then have students solve the result created in problem such as 31 + 24. Take note of who needs additional method and any questions that may arise.)

**Link and Independent Practice**  
Right now, I'm going to have you try out the shortcut strategy with base ten blocks and strategy notes. Have them work through the process just as you did with labeling. They wanted to make the friendly number. Then have them add over to the other to change it to a friendly number. (Strategy notes: Then have students solve the result created in problem such as 31 + 24. Take note of who needs additional method and any questions that may arise.)

**Intervention**  
To help students with this strategy, you may want to use smaller numbers and/or use base ten blocks to students can see that you are just moving numbers from one addend to the other to find the sum.

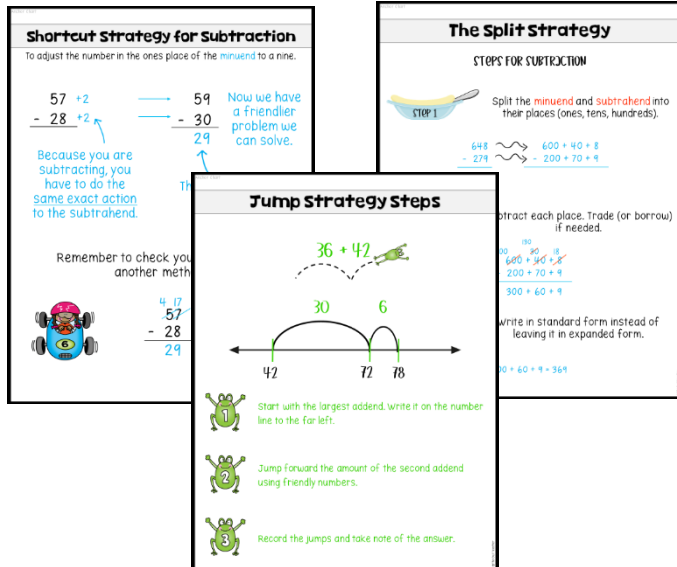
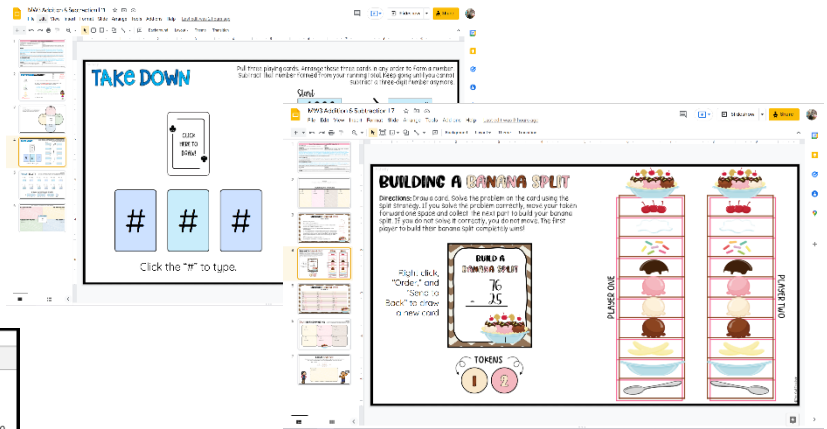
**Extension**  
Have students pick a partner and explain the strategy. They may want to use the concept of regrouping (explained by using base ten blocks). If they struggle with regrouping, consider practicing and discussing after we break into, such as 48 + 36 or 50 + 30.

**Closing**  
Have students complete the subtraction organizer as a mini-assessment. Either go over it or collect it to determine their understanding of this strategy.



# DIGITAL VERSION

This unit includes a digital version. You can assign parts of the resource to your students whether you are at school or distance learning.

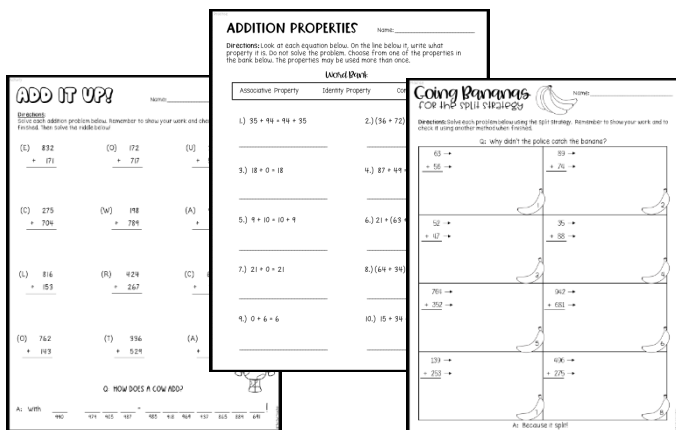
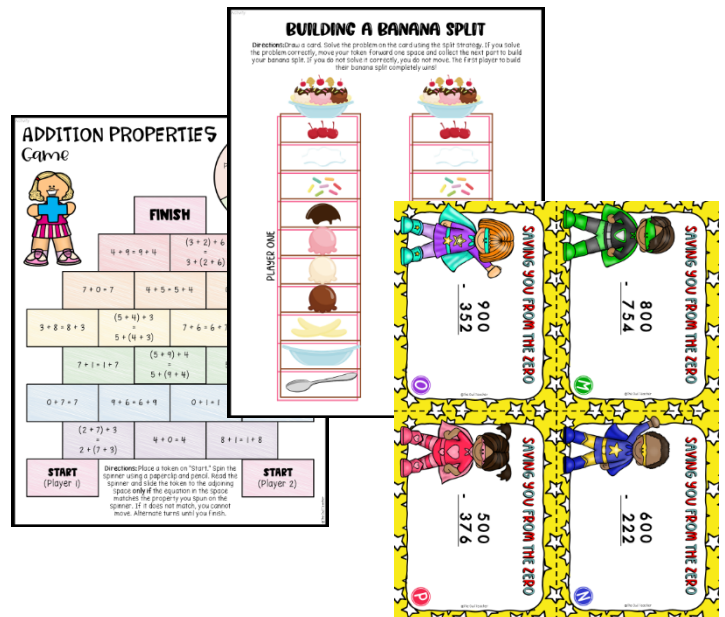


## ACTIVITIES

Hands-on, concrete activities that use manipulatives. Activities are created based on research and best practices. Students are engaged and enjoy math more.

## ANCHOR CHARTS

Detailed anchor charts that break things down for your students to help them understand important concepts.



## PRACTICE WORKSHEETS

Worksheets are provided to give students a chance to practice the newly learned skills and to work their way to mastery. This also provides you the opportunity to check for understanding. Answer keys are included.

**INCLUDES COLOR AND B/W VERSIONS!**