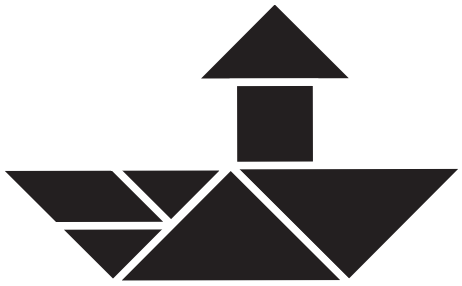

Work Place Sentence Frames

GRADE 3 • UNIT 1

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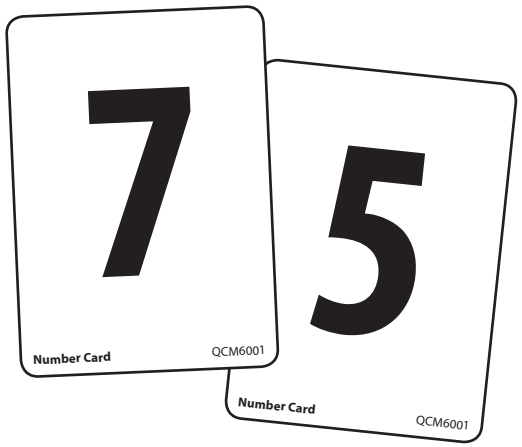
Certain key mathematics vocabulary is indicated in bold type.

BRIDGES®
IN MATHEMATICS

Our target **sum** is _____ .
number



I hope I get a _____ .
number

_____ + _____ = _____
number number number

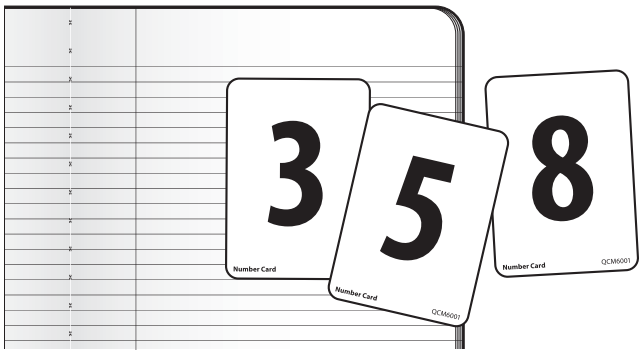
_____ and _____ equal _____ .
number number target sum

I know because _____,
explanation

so I'll keep these cards.

I can't make _____ from _____ and _____,
target sum number number

so I'll put these cards down.



I choose the numbers _____ (number),

_____ (number), and _____ (number) .

_____ (number) + _____ (number) + _____ (number) = _____ (number)

20 – _____ (number) = _____ (number) or _____ (number) – 20 = _____ (number)

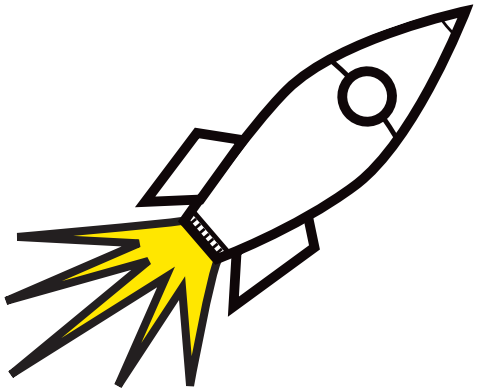
When I add up all of my scores,

the **sum** is _____ .
number

Your score is _____ and my score is _____ .
number number

_____ is _____ than _____.
number greater than / less than / equal to number

_____ wins!
student



I spun _____ and _____ .
number number

_____ – _____ = _____
number number number

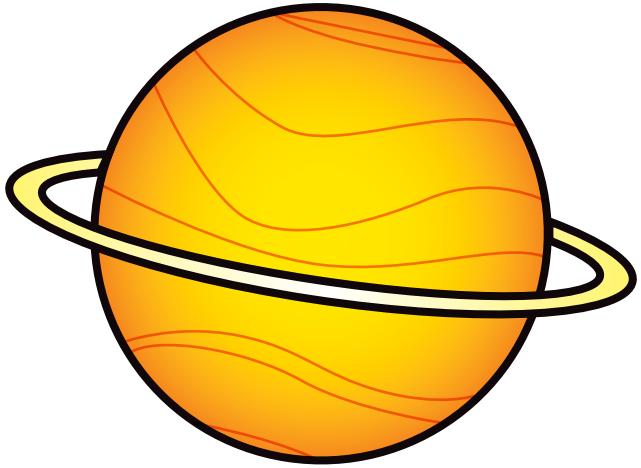
_____ _____ on the launch pad,
number is / is not

so a rocket _____ blast off!
can / cannot

The difference between _____
number

and _____ is _____ .
number number

My strategy is:

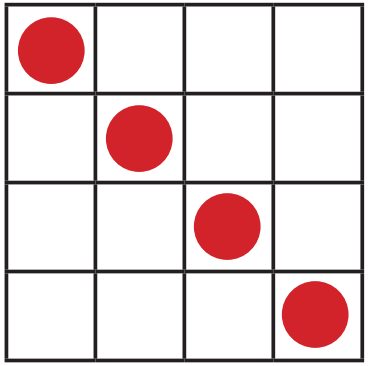


I chose _____ and _____ .
number number

_____ + _____ = _____
number number number

I chose _____ .
number

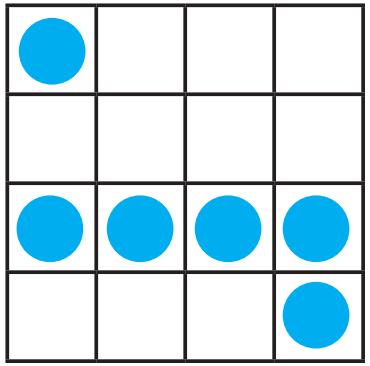
_____ – _____ = _____
number number number



_____ – _____ and _____ – _____

number number number number

are **equivalent**, so I can cross this one out.



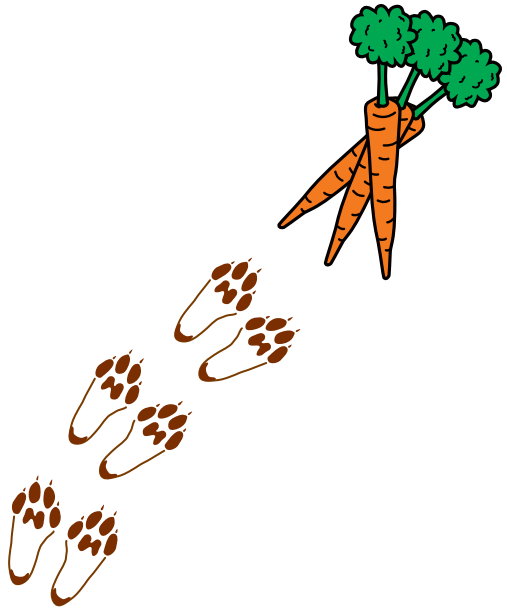
I rolled _____ and _____ . I spun _____ tens.
number number number

_____ + _____ + _____ = _____
number number number number

I am going to take _____ hops
number

to land on _____ .
number

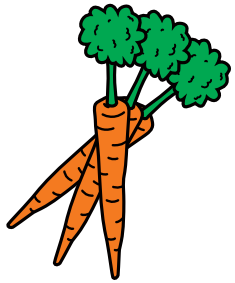
I have _____ carrots so far.
number



The sum of the dice is _____ .
number

I'm going to split that so I can land on a carrot.

_____ + _____ = _____
number number number



I hopped _____, then _____
number number

ten(s), then _____.
number

I need _____ more to get to _____ .
number multiple of 10

I rolled _____ and _____ . I spun _____ .
number number number

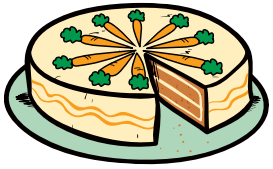
_____ + _____ = _____
number number number

and _____ + _____ = _____
number number number

I am going to take _____ hops
number

to land on _____ .
number

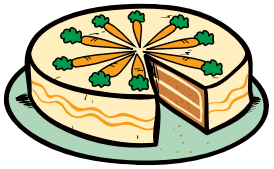
I have _____ carrots so far.
number



The sum of the dice is _____ .
number

I'm going to split that so I can land on a carrot.

_____ + _____ = _____
number number number



I hopped _____,
number

then _____ hundred(s), then _____.
number number

I need _____ more to get to _____ .
number multiple of 100

I choose _____ and _____ to make _____ .
number number number

Then, I choose _____ and _____ to make _____ .
number number number

_____ + _____ = _____
number number number

My total score is _____ .
number

100 – _____ = _____ or
number number

_____ – 100 = _____
number number

My total is _____ and your total is _____ .
number number

_____ – _____ = _____
number number number

I _____ by _____ .
won / lost number

I rolled a _____ and a _____ .
number number

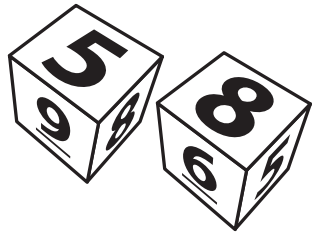
I am going to roll again.

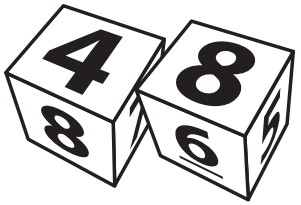
I am going to stop and add my numbers.

I rolled a 5, so I lose my turn.

My sum is _____ .
number

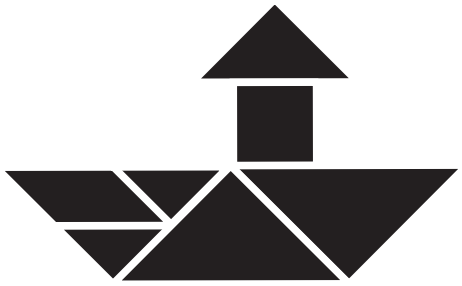
_____ + _____ = _____
number number number





I need _____ to get to 0.
number

_____ _____ _____ , so _____ win!
number < or = or > number you / I



Work Place Sentence Frames

GRADE 3 • UNIT 2

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BRIDGES®
IN MATHEMATICS

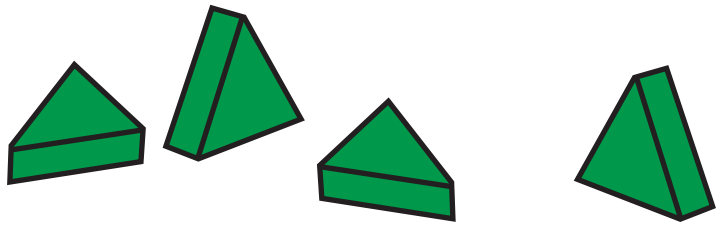
I rolled a _____, so I will draw _____ loops.
number number

I rolled a _____ , so I will draw
number

_____ _____ in each loop.
number shape

My strategy for solving the multiplication problem is _____.

_____ × _____ = _____.
number number number



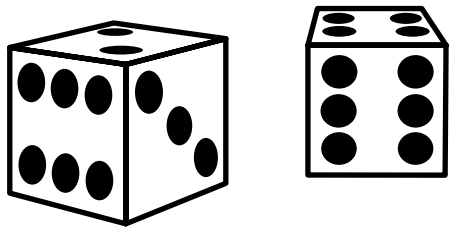
The sum of my turns is

_____ + _____ + _____ + _____ + _____ = _____.
number number number number number number

The sum of your turns is

_____ + _____ + _____ + _____ + _____ = _____.
number number number number number number

My sum is _____ than your sum, so _____ win!
< = > you/I



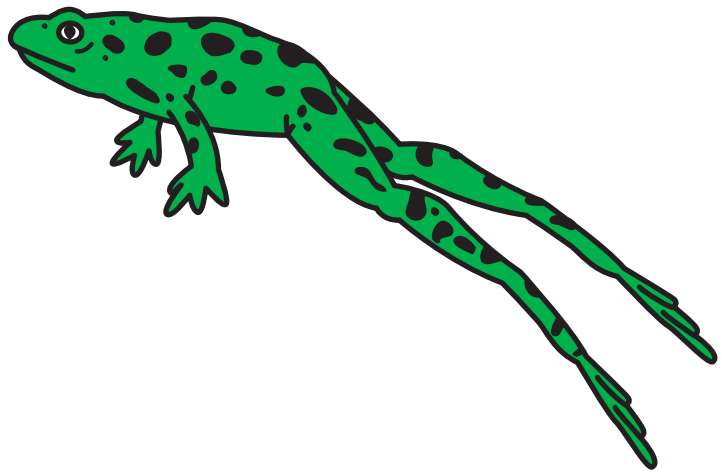
I rolled _____. I will take _____
number number

jumps on the number line.

I rolled _____. My jumps will be _____ long.
number number

I think I will land on _____.
number

_____ × _____ = _____.
number number number



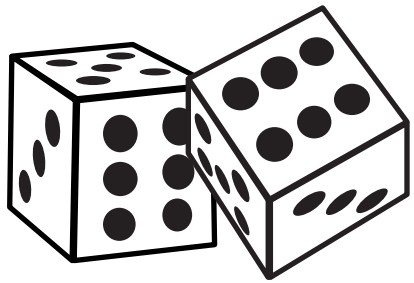
The sum of my turns is

_____ + _____ + _____ + _____ = _____.
number number number number number

The sum of your turns is

_____ + _____ + _____ + _____ = _____.
number number number number number

My sum is _____ than your sum, so _____ win!
< = > you/I



I spun _____ and _____.
number number

_____ × _____ = _____.
number number number

The area of my array is _____.
number

_____ + _____ + _____ + _____ = _____.
number number number number number

My total area is _____. _____ closer to 100!
number you are/I am

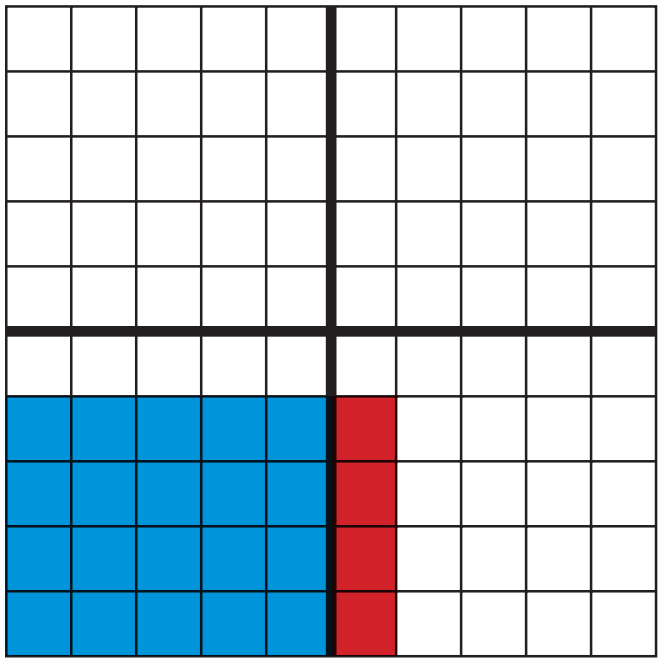
I can't fit my array in the space I have left,

so I will make 2 arrays.

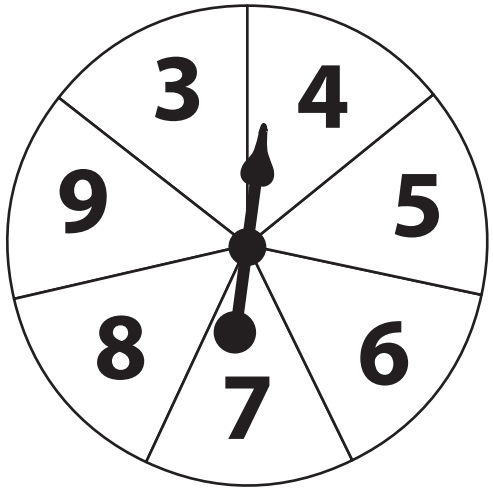
_____ number × _____ number = _____ number

plus

_____ number × _____ number = _____ number.



I spun _____ and _____.
number number



The Doubles fact that can help me

is _____ × _____ = _____.
number number number

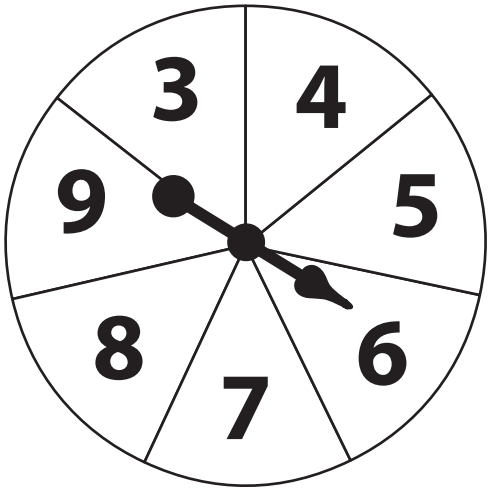
When I multiply _____ × _____ and
number number

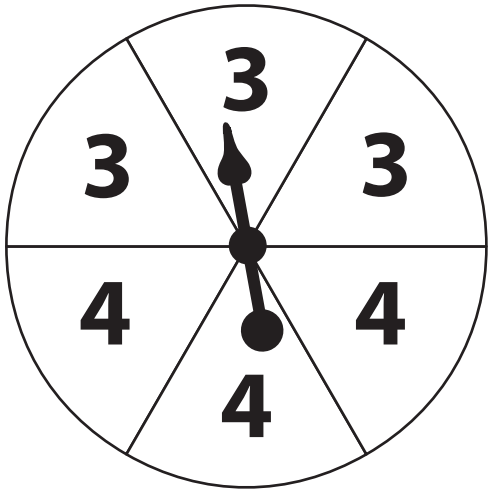
add _____ more I get _____.
number number

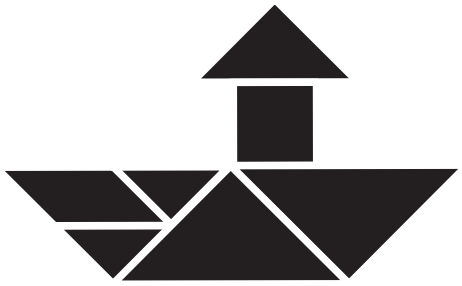
I can use the _____ property

associative, commutative, or distributive

to help me find the product.







Work Place Sentence Frames

GRADE 3 • UNIT 3

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BRIDGES®
IN MATHEMATICS

I spun a _____ and a _____.
number number

I am going to use _____ in the tens
number

place and _____ in the ones place.
number

My number is _____.
number

I will round this number _____ to the nearest
up/down

10 which is _____.
number

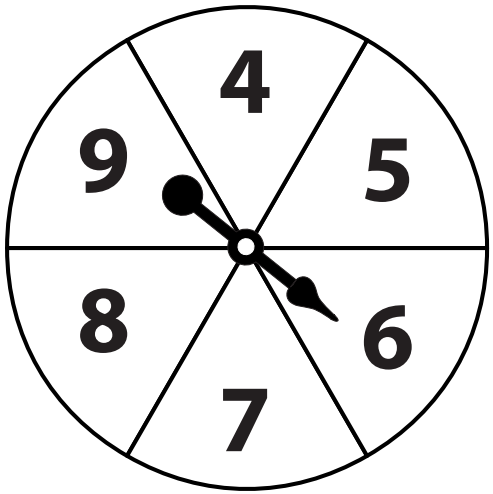
I will write this number under the

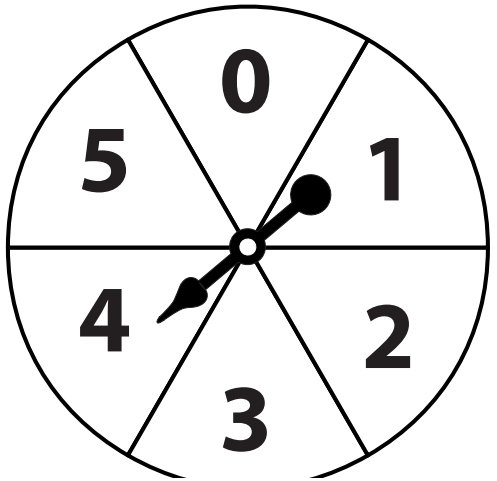
basketball hoop marked _____.
number

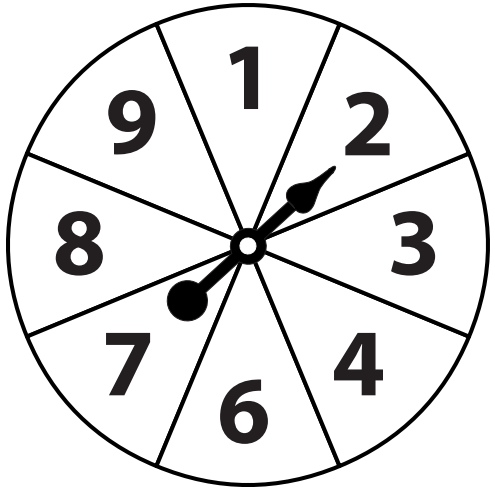
If I round my number to the nearest ten, it could be _____ or _____.
number number

I know this because _____

_____.







I spun a _____ and a _____.
number number

Then, I spun a _____ and a _____.
number number

My numbers are _____ and _____.
number number

When I round them to the nearest ten,

my numbers are _____ and _____.
number number

_____ + _____ = _____ is the
number number number

sum of my actual numbers.

_____ + _____ = _____ is the
number number number

sum of my rounded numbers.

The difference between those sums is

_____ – _____ =_____. My score is _____.
number number number number

My score for all 5 rounds is

_____ + _____ + _____ + _____ = _____.
number number number number number

Your score for all 5 rounds is

_____ + _____ + _____ + _____ = _____.
number number number number number

My score is _____ than yours.
< = >

I drew _____, _____ and _____. I am going
number number number

to use _____ in the hundreds place, _____ in
number number

the tens place, and _____ in the ones place.
number

My number is _____.
number

I will round this number _____ to the nearest
up/down

hundred, which is _____. I will write this number
number

under the basketball hoop marked _____.
number

If I put the _____ in the hundreds
number

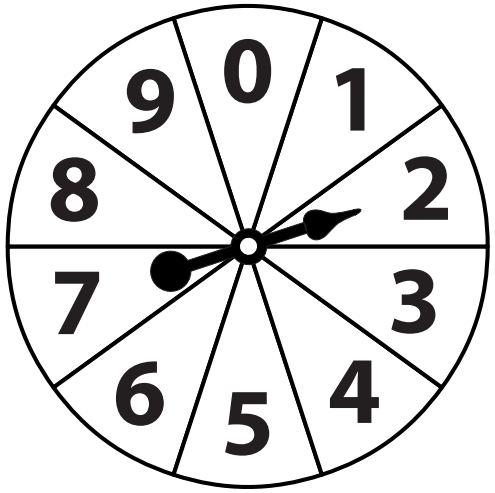
place, my number will be _____.
bigger/smaller

My strategy is _____

_____.

We rolled _____ for the hundreds place.
number

We spun _____ and _____.
number number



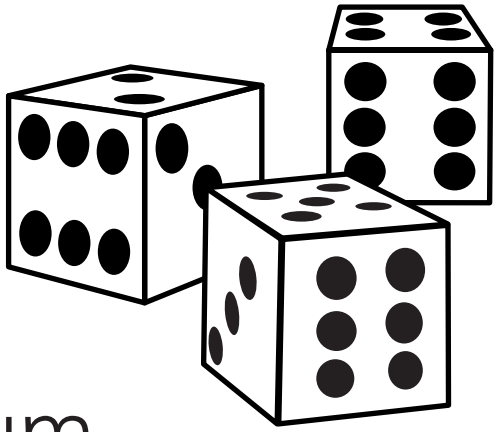
Our number is _____.
number

Our second number is _____.
number

When we round them to the nearest hundred,

our numbers are _____ and _____.
number number

_____ + _____ =_____ is the
number number number



sum of our actual numbers.

_____ + _____ =_____ is the sum
number number number

of our rounded numbers.

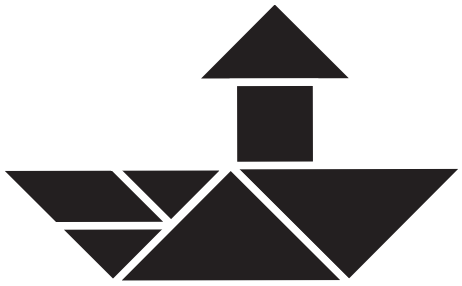
The difference between those sums is

_____ – _____ =_____. Our score is _____.
number number number number

Our score for all 5 rounds is

_____ + _____ + _____ + _____ = _____.
number number number number number

100



Work Place Sentence Frames

GRADE 3 • UNIT 4

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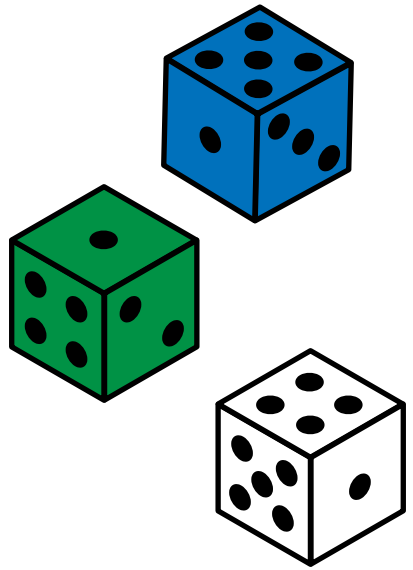
BRIDGES®
IN MATHEMATICS

I rolled _____ and _____ with the
number number

blue dice. The sum is _____, so I
number

set the hour hand to _____.
number



I rolled _____ and _____ with the
number number

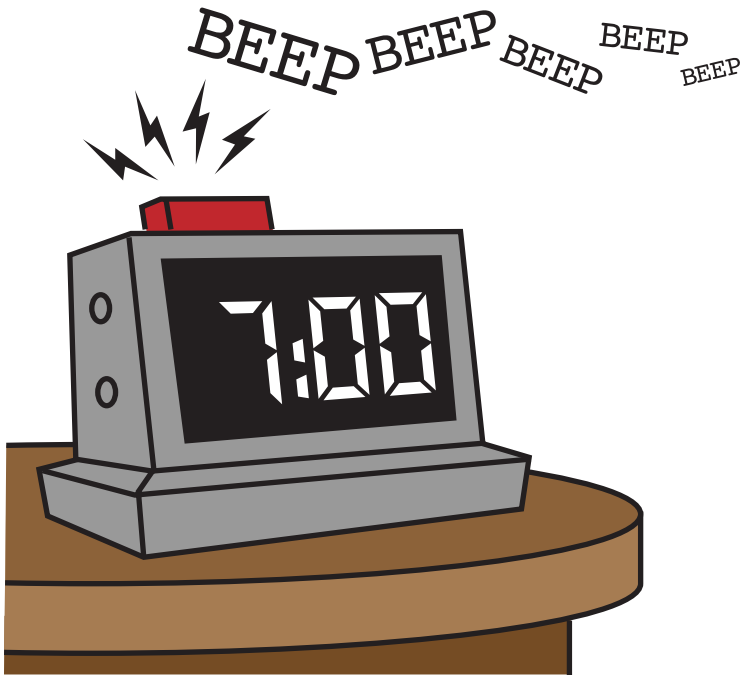
green and white dice.

The product is _____, so I set the minute
number

hand to _____. My time is _____.
number number

I can fill in this clock because _____

_____.



I spun _____. I spun the
mass/length/volume

quantity _____.
100/250/500/750

I need to use the measurement

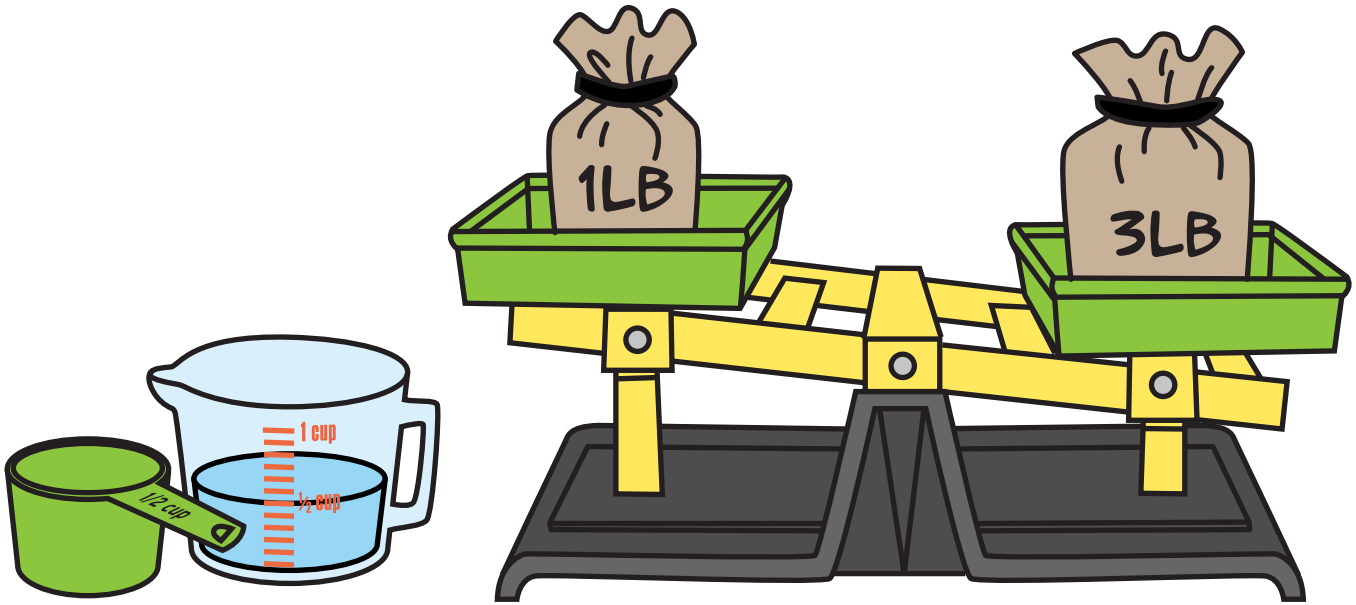
unit _____.
grams/milliliters/millimeters

My estimate was _____ the number
greater than/less than

I spun. The actual measurement is _____.
number

I would change my guess by

_____.



I chose the numbers _____ (number), _____ (number) and _____ (number) to make the number _____ (number).

Then, I chose the numbers _____ (number), _____ (number) and _____ (number) to make the number _____ (number).

_____ (number) + _____ (number) = _____ (number)

_____ (number) + _____ (number) =1000

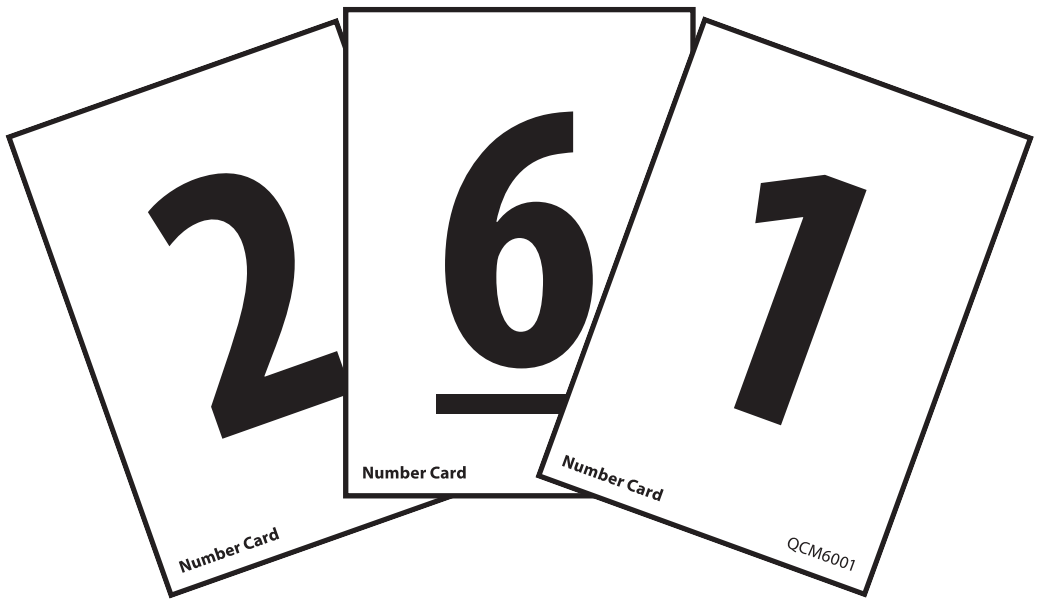
The difference is _____ (number).

1000 – _____ = _____.
number number

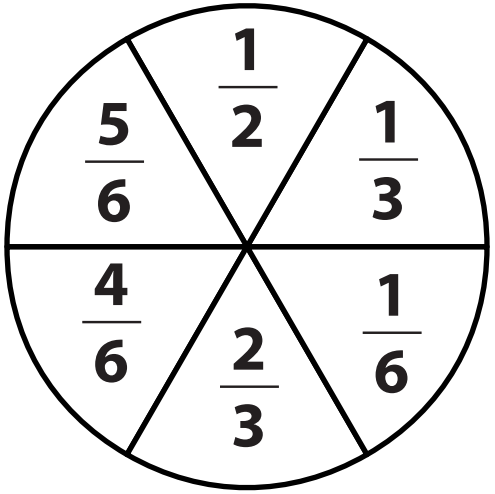
Or _____ – 1000 = _____.
number number

My score is _____ and your score is _____.
number number

I _____ by _____.
won/lost number



I spun the fraction _____.
number



I will put down _____ _____
number fraction name

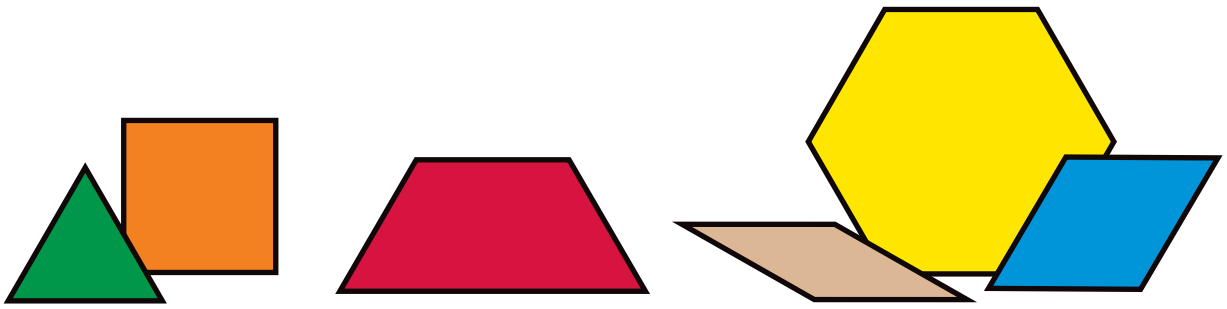
on the first hexagon.

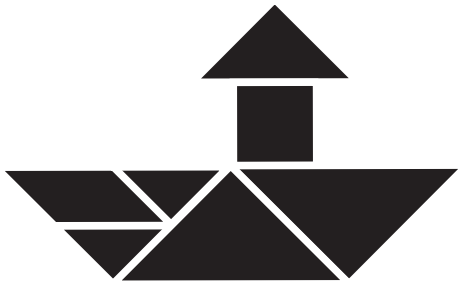
I will use _____ _____ instead of _____

number fraction name number

_____ to show the fewest blocks.

fraction name





Work Place Sentence Frames

GRADE 3 • UNIT 5

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BRIDGES®
IN MATHEMATICS

I am solving _____'s problem.
name

My estimate is _____.
number

The problem I am trying to figure out is:

_____.
state the problem

My equation is: _____.

This is my strategy for solving the problem:

_____

_____.

I created my own story problem:

These are the strategies I can use:

_____

I can answer the division problems by

_____.

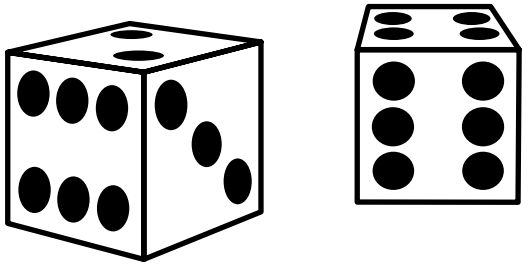
I made my own story problem:

_____

_____

_____.

I rolled _____ and _____.
number number



_____ x _____ = _____
number number number

If I divide them by _____, there are _____
2/3/4/5/6 number

in each row. When I divide them into

_____ rows, there is a remainder of _____.
2/3/4/5/6 number

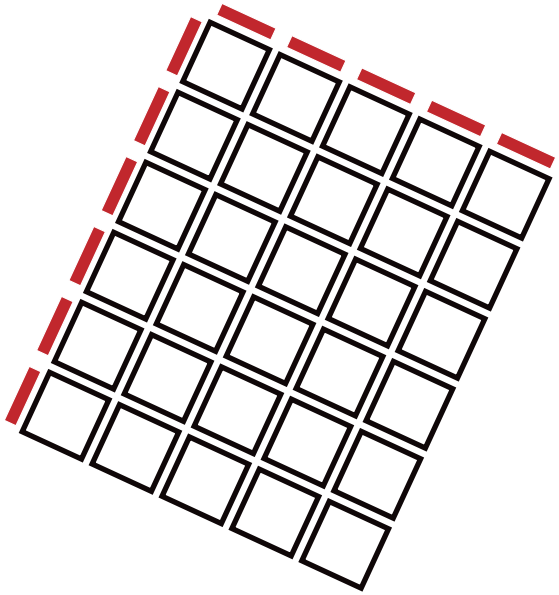
My total is _____ and your total is _____.
number number

_____ _____ _____, so _____ win!
number < = > number you/I

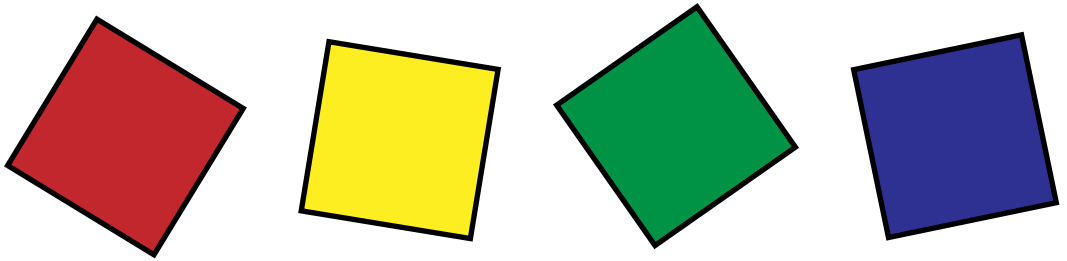
When I make _____ lines, there are _____ tiles
more/less more/less

in each line because _____

_____.



I spun _____.
number



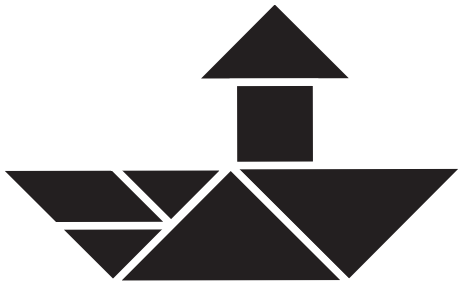
I have _____ rows of 3 and _____ rows of 4.
number number

My total is _____ and your total is _____.
number number

_____ _____ so _____ win!
number < = > you/I

I have one problem left to get _____ in a row.
3/4

I need a _____.
number



Work Place Sentence Frames

GRADE 3 • UNIT 6

Make 3 copies of this set on heavy paper or card stock to include in your Work Place bins.
Each set of sentence frames is marked with the Work Place for which it is intended.
A star (★) indicates a set more suited for advanced students or those who have visited the Work Place before.

Many of the blanks are intended to be filled in with a number. Others will be filled in with words or phrases.
More complex sentences have prompts below the blanks to indicate what should be filled in (as with Mad Libs).

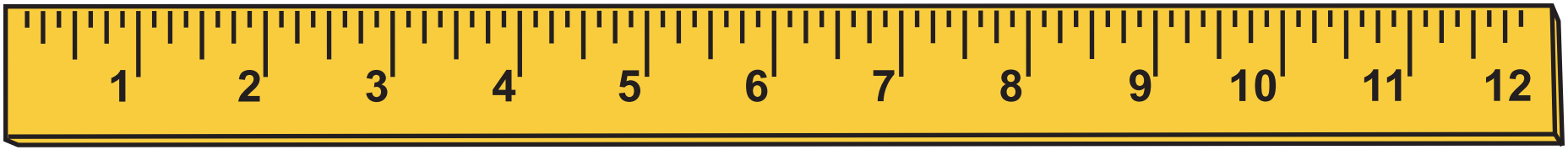
Certain key mathematics vocabulary is indicated in bold type.

BRIDGES®
IN MATHEMATICS

I need _____ pieces to build my shape.
number

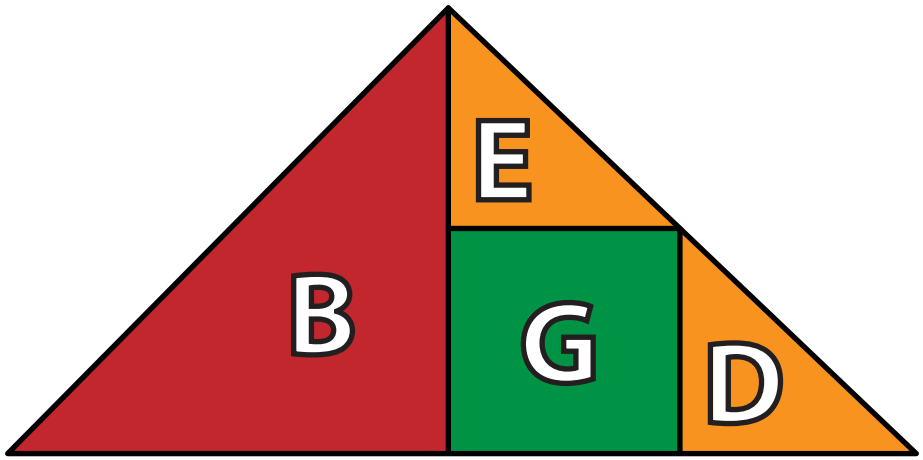
I used the _____ tangram pieces to make a
number

_____.



I can create a _____ using _____ pieces.

shape number



This polygon has _____

_____.

Our polygons are alike because _____

_____.

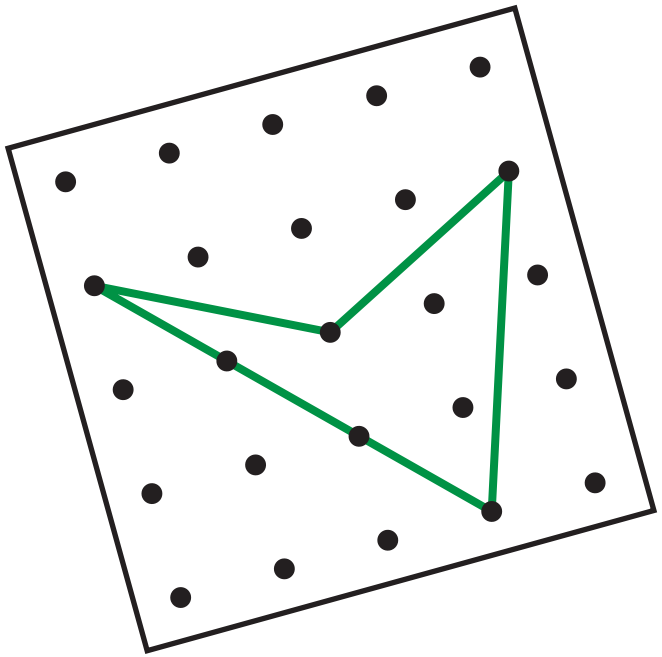
Our polygons are different because _____

_____.

This polygon has _____ ,

but this polygon has _____

_____.



Here is clue 1: _____

_____.

We can get rid of _____

_____.

We need to keep _____

_____.

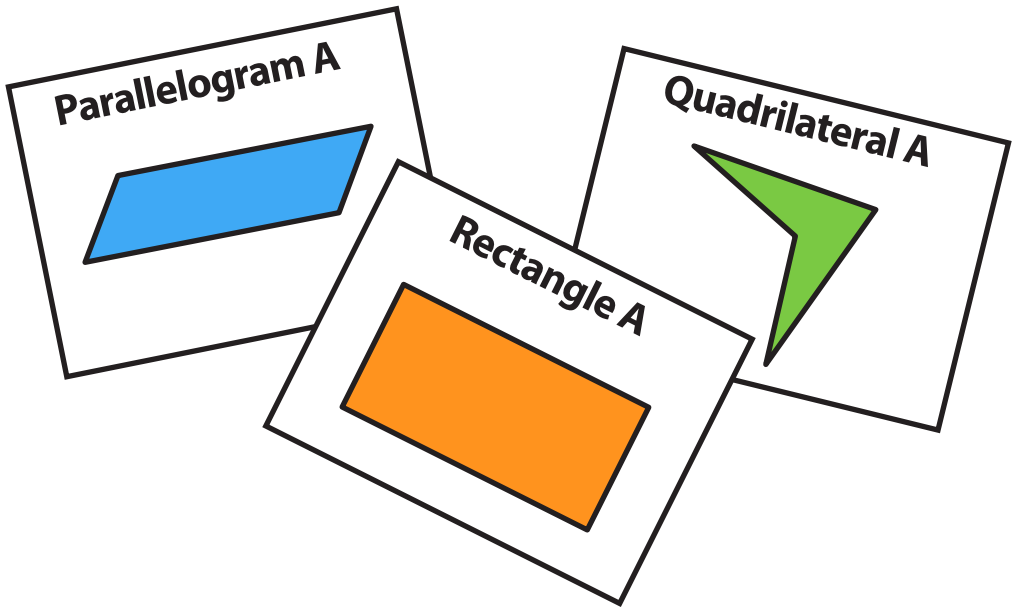
The next clue is: _____

_____.

Our shape is a _____.

I think we could solve the riddle without these clues: _____

_____.



We are working for _____.
area/perimeter

I rolled _____ and _____.
number number

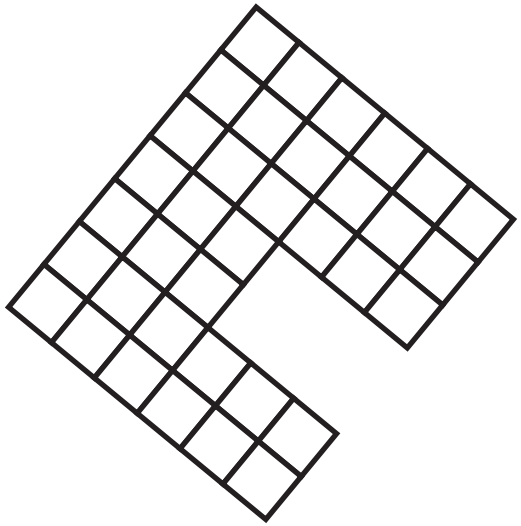
_____ x _____ = _____
number number number

We are finding _____, so we
area/perimeter

need to use the _____ units.
tiles/linear

The dimensions are _____ and _____.
number number

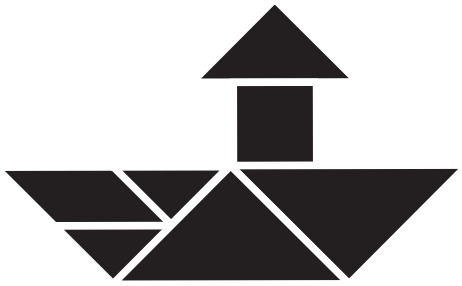
The area is _____. The perimeter is _____.
number number



When a rectangle has the same area and perimeter, it _____.

My strategy for figuring out the _____ is
area/perimeter

_____.



Work Place Sentence Frames

GRADE 3 • UNIT 7

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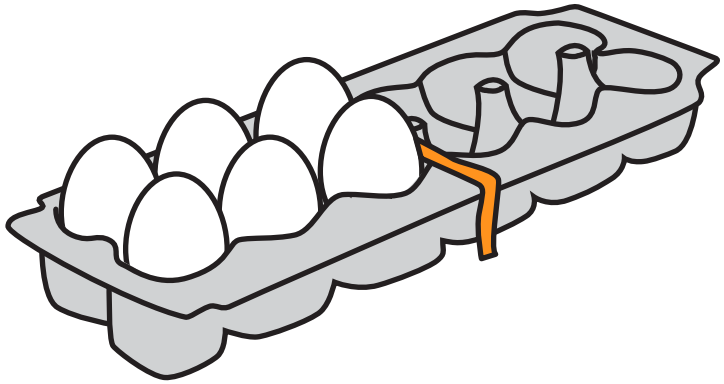
Certain key mathematics vocabulary is indicated in bold type.

BRIDGES®
IN MATHEMATICS

I pulled the _____ card.
number

The denominator is _____.
number

The numerator is _____.
number



First I divide the egg carton into _____ shares.
number

Then I fill in _____ shares of size _____ .
number unit fraction

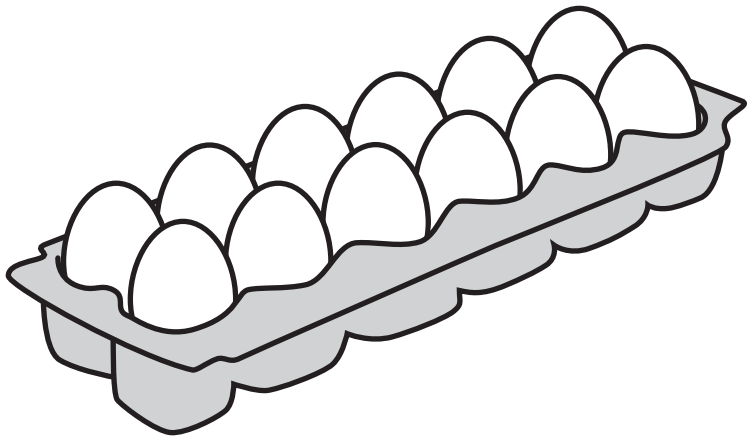
When I add _____ to _____ the sum is _____.
number number number

I can change the fraction _____ into twelfths.
number

I need _____ shares of size one-twelfth.
number

12 is my denominator and

_____ is my numerator.
number

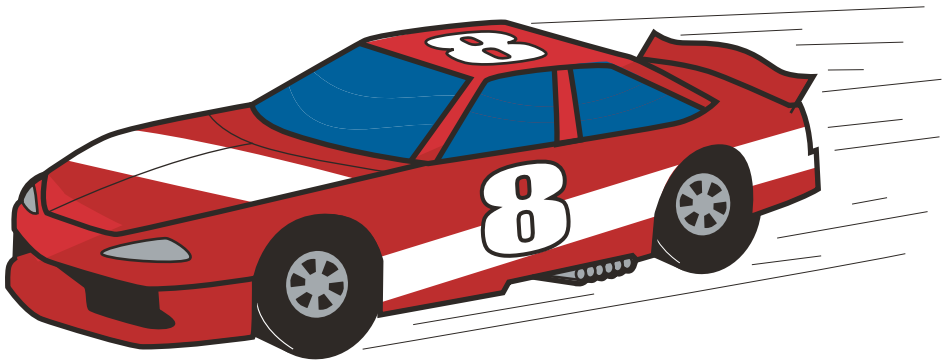


I drew the numbers _____ and _____.
number number

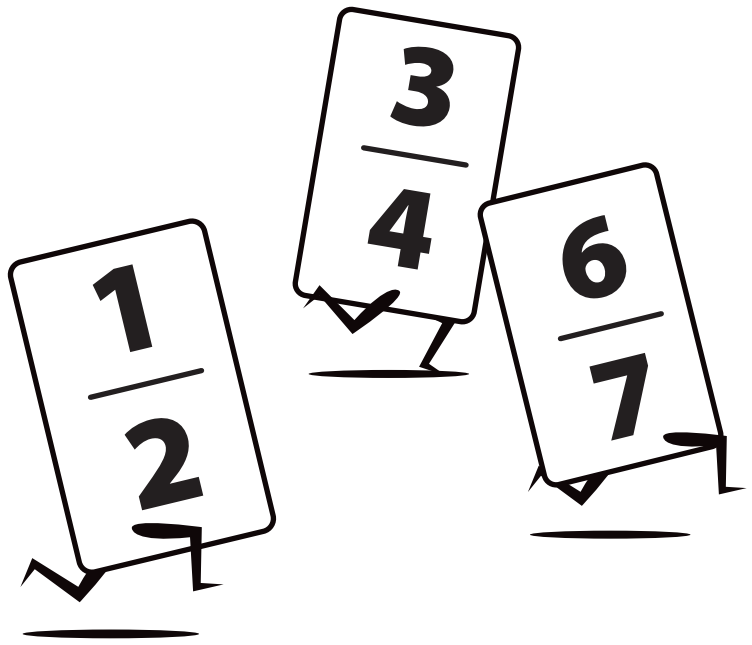
I will make the fraction _____.
fraction

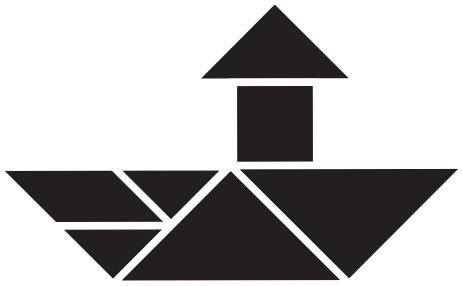
I will move _____ on the line
number

and will land on _____.
number



I need _____ to get to the 1 on the _____ line.
number number





Work Place Sentence Frames

GRADE 3 • UNIT 8

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BRIDGES®
IN MATHEMATICS

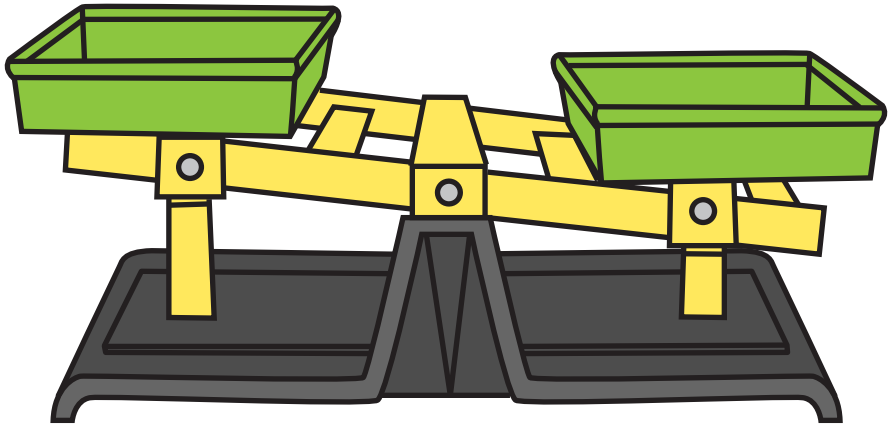
I am going to lift the _____.
object

I estimate the mass will be _____ grams.
number

The actual mass is _____ grams.
number

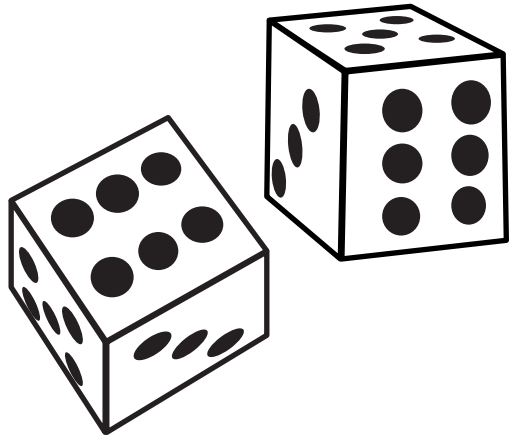
My estimate of the mass is _____ grams.
number

The actually mass is _____ grams.
number



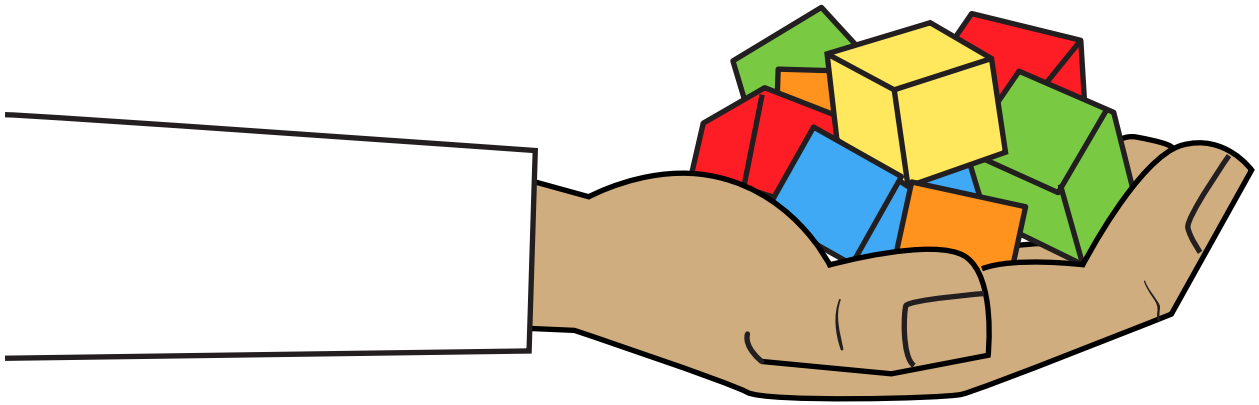
The difference between my estimate and the actual mass is _____ – _____ = _____.
number number number

My difference is _____ grams and your difference is _____ grams, so _____ win.
number number you/I



My strategy is _____

_____.



Our Wacky Discus has an area of _____ square centimeters. The dimensions of our rectangle will be _____.

number

My first throw went _____ inches.

number

My second throw went _____ inches.

number

My third throw went _____ inches.

number

My best throw _____ and your best throw was _____.
number number

The difference between the two is

_____ – _____ = _____.
number number number

I am going to make a _____

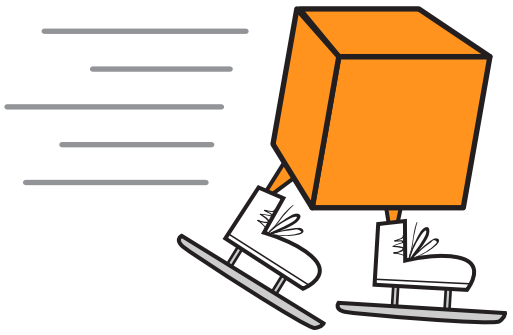
triangle/trapezoid/parallelogram

instead of a rectangle.

Player 1: The sides of my quadrilateral measure: _____ (number), _____ (number), _____ (number) and _____ (number).

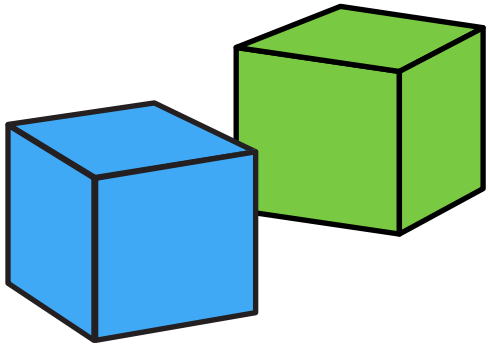
Player 2: Your start time was _____ (number) and your finish time was _____ (number).

Player 2: You had _____ (number) penalties, so your total time was _____ (number).



My total time was _____ and
number

your total time was _____.
number



_____ had the fastest time.
You/I

The difference between our two times is _____.
number

I think I can make a track with _____
more/less
sides and it will go faster because _____

_____.

I think I can make a track with _____
shorter/longer
sides and it will go faster because _____

_____.

My target is a _____.
shape

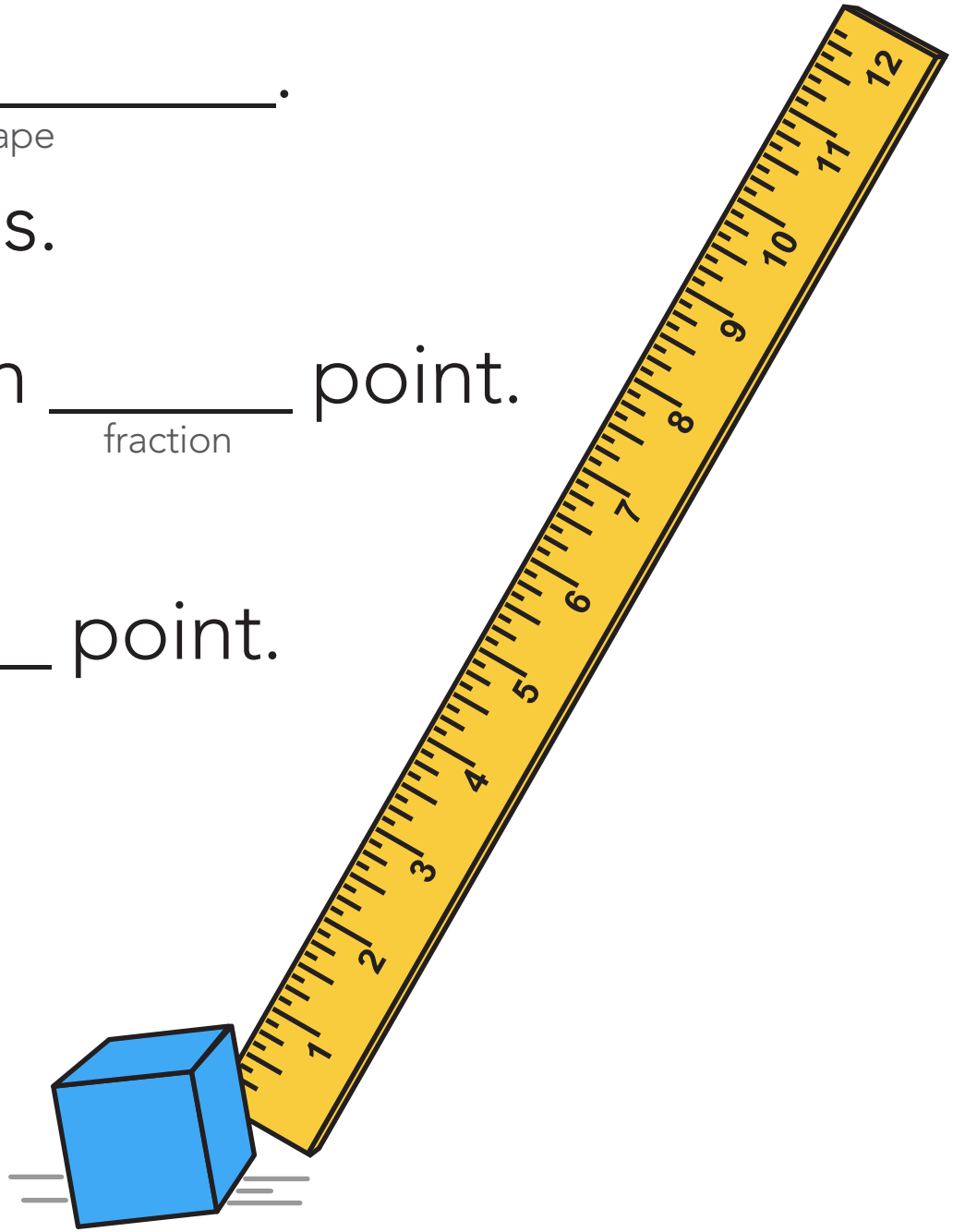
It has _____ partitions.
number

Each partition is worth _____ point.
fraction

My curl is worth _____ point.
fraction

_____ have 1 point,
You/I

so _____ win!
you/I



I will have an advantage if I partition my target in this way: _____

_____.