

# Grade 3 Unit 1 Bridges Preparation List

## Module 1-4

### Addition and Subtraction Patterns

#### \*Unit 1 Module 1:

Community Building & Addition Facts to Twenty:








Module 1 Session 1 Making People Glyphs Preparation:

#### **Materials**

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Creating a Learning Community		
		• 24" × 36" chart paper
<b>Problems &amp; Investigations</b> Making People Glyphs		
<b>TM T1</b> People Glyph Legend Assembly Diagram		• eighteen 3" × 6" strips cut from 3 sheets each of 9" × 12" red, yellow, and brown construction paper
<b>TM T2-T6</b> People Glyph Legend (see Preparation)		• class set of 6" uncoated paper plates, plus a few extra • crayons, markers, or colored pencils (class set) • scissors (class set) • glue or glue sticks (class set)
<b>Daily Practice</b>		
<b>SB 1</b> Summer Vacation Survey, Part 1		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
Copy instructions are located at the top of each teacher master.

- Before introducing today's session, create your own glyph as an example. Use the People Glyph Legend—a picture is shown after step 7—to guide the construction of your glyph.
- Also, run 1 copy each of the five pages for the People Glyph Legend. Tape the edges together to make a poster as shown on the People Glyph Legend Assembly Diagram
- Then display the legend where students can see it.

People Glyph		Legend
FEATURE	SHOWS	EXAMPLES
 Hat	What group size you prefer	<div>red = Alone</div> <div>yellow = With 1 person</div> <div>brown = With small groups</div>
 Glasses	How you like to record mathematical thinking	<div> Pictures</div> <div> Numbers</div> <div> Words</div>
 Nose	Your favorite time of day	<div>● Morning</div> <div>▲ Evening</div> <div>■ Afternoon</div>
 Mouth	How you feel about math	<div>⌒ Love math</div> <div>— Like math</div>



## A Community of Learners...

- Shares materials
- Listens to others
- Keeps hands off math materials when someone is sharing
- Helps clean up
- Explains ideas to others
- Helps people when they make mistakes
- Disagrees respectfully

## Module 1 Session 2 Sorting & Classifying People Glyphs Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Sorting & Classifying People Glyphs		
<b>TM T7</b> Bar Graph		<ul style="list-style-type: none"> <li>• Community of Learners chart (created in Session 1)</li> <li>• People Glyph Legend (created in previous session)</li> <li>• students' people glyphs (created in previous session)</li> <li>• about twenty 3" x 5" index cards</li> <li>• markers</li> <li>• permanent marker</li> <li>• piece of lined paper</li> <li>• student math journals (see Preparation)</li> </ul>
<b>Daily Practice</b>		
<b>SB 2</b> Summer Vacation Survey, Part 2		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
*Copy instructions are located at the top of each teacher master.*

- Write each student's name on a math journal (composition notebook) with a permanent marker.
- Also, think about what you can do in this session to begin ensuring that students feel safe making contributions and taking risks during math class; the list of behaviors on the Community of Learners chart you created with students in Session 1 is a good place to start.
- Throughout the year, but particularly in the first weeks of school, make an effort to establish a classroom environment in which students feel comfortable taking risks, exploring new ideas, and engaging in mathematical discussions with one another. Invite students to reflect on the class chart you created in Session 1 to reinforce the positive behaviors you want to establish.

## Module 1 Session 3 Unit 1 Pre-Assessment & Number Rack Review Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Unit 1 Pre-Assessment		
<b>TM T8–T10</b> Unit 1 Pre-Assessment		
<b>Problems &amp; Investigations</b> Number Rack Review		
	• demonstration number rack	• student math journals • Community of Learners chart (created in Session 1)
<b>Daily Practice</b>		
<b>SB 3</b> Story Problems		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
*Copy instructions are located at the top of each teacher master.*

- Note that you will need to score the Unit 1 Pre-Assessment before Session 4. (See the Assessment Guide for scoring suggestions.) If you cannot mark the pre-assessment by Session 4, make room for reflection time in another session in this module.
- Use the number rack yourself to think of three different ways to represent or solve each of the following addition problems:  $8 + 7$ ,  $5 + 6$ ,  $7 + 7$ ,  $6 + 8$ ,  $9 + 9$ ,  $4 + 5$ ,  $8 + 3$ ,  $7 + 8$ .

## Module 1 Session 4 The Addition Table, Part 1 Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Reflecting on the Unit 1 Pre-Assessment		
<b>TM T11</b> Unit 1 Pre-Assessment Student Reflection Sheet		<ul style="list-style-type: none"> <li>Scored Unit 1 Pre-Assessment for each student (TM TX-X from Unit 1, Module 1, Session 3)</li> </ul>
<b>Problems &amp; Investigations</b> The Addition Table, Part 1		
<b>SB 4*</b> Addition Table	<ul style="list-style-type: none"> <li>demonstration number rack</li> <li>Word Resource Cards for vocabulary listed at right</li> </ul>	<ul style="list-style-type: none"> <li>standard pocket chart</li> <li>overhead pens or markers in red, yellow, blue, green, and orange</li> <li>class set of colored pencils in red, yellow, blue, green, and orange</li> </ul>
<b>Home Connection</b>		
<b>HC 1-2</b> Addition Fact Review		
<b>Daily Practice</b>		
<b>SB 5</b> Addition Fact Practice		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
Copy instructions are located at the top of each teacher master.

\*Run 1 copy of this page for display.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

commutative property of addition\*

even number\*


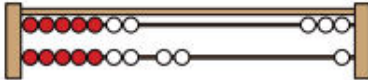
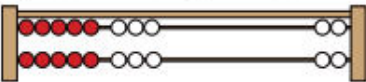
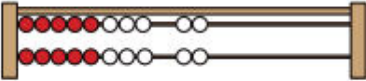
odd number\*

sum or total\*

- Have students' Unit 1 Pre-Assessments marked and ready to hand back to them. If you cannot mark the pre-assessments by this session, mark them in the next few days and find time for students to reflect on them before the end of Module 1.
- Review the completed Addition Table shown in Session 5 to become familiar with the categories of facts you will review with students in this session and in Session 5. Also, see the Unit 1 Introduction for more information about these facts.
- Post the Word Resource Cards listed in the Vocabulary section in a pocket chart or other location where students can see them. Plan to keep the cards displayed for the duration of the unit.
- Use the table that follows to complete these steps for each set of facts:
  - First write the example facts on your board or at your projector.
  - Ask the key questions, and invite students to show their thinking on the number rack
  - Color in the facts on your copy of the Addition Table using the color indicated. Have students do the same on their tables. Encourage them to color lightly so they can still see the facts. Have students outline in the new

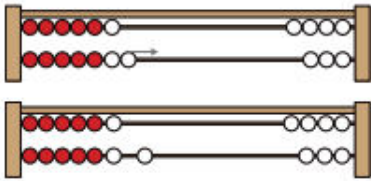
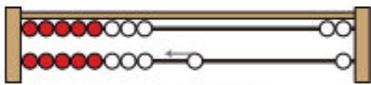
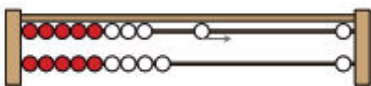
color those facts which have already been shaded in. For example,  $2 + 2$  will be colored yellow to show that it is a Count On fact; ask students to outline the fact in blue to show that it is also a Doubles fact.

- Label the facts on the legend, and have students do the same on their tables.
- Ask the follow-up questions, which encourage students to note patterns on the Addition Table and to think about odd and even numbers.

Add Zero facts			
Example Facts	Key Questions	Color	Follow-Up Questions
$0 + 5$ $8 + 0$	<b>What happens when you add 0 to any number? Use the number rack to show your thinking.</b> Any number plus 0 is equal to itself. This is the identity property of addition. $0 + n = n$ $n + 0 = n$	red	<b>Are the sums in Add Zero facts odd or even?</b> The sum is odd if the addend is odd and even if the addend is even.
Count On facts			
$1 + 7$ $9 + 2$	<b>How can you use the number rack to show each of these examples?</b>	yellow	<b>Are the sums in Count On facts odd or even?</b> If you add 1 to an odd number, the answer is always even. If you add 1 to an even number, the answer is always odd.  If you add 2 to an odd number, the answer is always odd. If you add 2 to an even number, the answer is always even.
Doubles facts			
$6 + 6$ $8 + 8$ $9 + 9$	<b>How can you use the number rack to show different ways to find the sum?</b>  $6 + 6 = 10 + 2$	blue	<b>Are the sums in Doubles facts odd or even? Use the number rack to show why this is so.</b> The sum for a Doubles Fact is always even. That is because you have the same number of beads on top as you have on bottom, so every bead has a match.  <b>How can this help you check your work when solving addition problems?</b> If you're finding the sum for a Doubles fact, the sum has to be even.  <b>How can you use a double like <math>7 + 7</math> to solve <math>7 + 9</math>? Use a number rack to show your thinking.</b>  $7 + 9 = 7 + 7 + 2$
	<b>How can you use <math>5 + 5</math> to help find the sum?</b>  $8 + 8 = 10 + 6$		
	<b>How can you use <math>10 + 10</math> to help find the sum?</b>  $8 + 8 = 20 - 4$		
	<b>Where will these facts be located on the Addition Table?</b>		

- Review the Doubles Plus or Minus One facts with students, and color them in on the Addition Table. Follow the steps outlined in step 10 and use the following table to guide your discussion of these facts.



Doubles Plus or Minus One facts			
Example Facts	Key Questions	Color	Follow-Up Questions
6 + 7	How can you use the number rack to find the sum of 6 + 7?	orange	<p><b>Are the sums in these facts odd or even? Use the number rack to show why this is so.</b></p> <p>The sum for a Doubles Plus or Minus One fact is always odd. That is because you have 1 more or 1 less than the matching Doubles fact. The Doubles sums are always even, and 1 more or less than an even number has to be odd.</p> <p><b>How can this help you check your work when solving addition problems?</b></p> <p>If you're finding the sum for a Doubles Plus or Minus One fact, the sum has to be odd.</p>
	 $6 + 7 = 6 + 6 + 1$		
	How can you use doubles to find the sum of 8 + 9?		
	 $8 + 9 = 8 + 8 + 1$  $8 + 9 = 9 + 9 - 1$		
	How can doubles help you find the sum of any Doubles Plus or Minus One fact?		
	Where will the Doubles Plus or Minus One facts be on the Addition Table?		

## Module 1 Session 5 The Addition Table, Part 2 Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> The Addition Table, Part 2		
	<ul style="list-style-type: none"> <li>demonstration number rack</li> </ul>	<ul style="list-style-type: none"> <li>Addition Table (from Unit 1, Module 1, Session 4)</li> <li>overhead pens or markers in purple, brown, and yellow</li> <li>class set of purple, brown, and yellow colored pencils</li> </ul>
<b>Work Places</b> Introducing Work Place 1A Make the Sum		
<b>TM T12</b> Work Place Guide 1A Make the Sum <b>SB 6*</b> Work Place Instructions 1A Make the Sum	<ul style="list-style-type: none"> <li>Number Cards, half-class set</li> </ul>	<ul style="list-style-type: none"> <li>student math journals</li> </ul>
<b>Daily Practice</b>		
<b>SB 7</b> Addition Mixed Review		

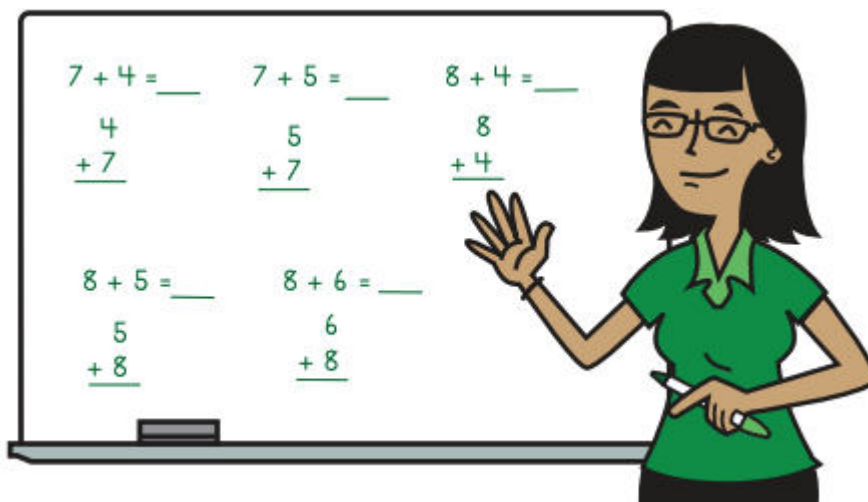
HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

•In today's session, you'll introduce Work Place 1A Make the Sum. Before this session, you should review the Work Place Guide and Work Place Instructions and assemble the bin for Work Place 1A, using the materials listed in the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

•Write the ten facts on the Addition Table that remain unshaded, and invite students to talk in pairs about how they could solve each one on the number rack. Write some facts vertically and some horizontally to remind students that problems can appear both ways and to promote flexibility in student thinking.



## \*Unit 1 Module 2: Subtraction Facts to Twenty

Unit 1 Module 2 Session 1 The Subtraction Table, Part 1 Preparation:



## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Subtraction Table, Part 1		
<b>TM T1</b> Subtraction Table	• 1 demonstration number rack	<ul style="list-style-type: none"> <li>• markers or overhead markers in red, yellow, blue, orange, purple, and brown</li> <li>• standard pocket chart</li> <li>• red, yellow, blue, orange, purple, and brown colored pencils, class set of each color</li> </ul>
<b>Home Connection</b>		
<b>HC 3–5</b> Addition & Subtraction Review		
<b>Daily Practice</b>		
<b>SB 8</b> Subtraction Fact Practice		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.  
difference\*

• In today's session, you will investigate and fill out about half of the Subtraction Table. Before this session, look over the rest of the table in Session 2 so you are familiar with all the strategies. All the subtraction strategies you'll cover in this session were introduced explicitly in Bridges in Mathematics Grade 2.

Zero facts			
Example Facts	Key Questions	Color	Follow-Up Questions
5 – 0 8 – 0	<p><b>What happens when you subtract 0 from any number? Use the number rack to show your thinking.</b></p> <p>Any number minus zero is equal to itself.</p> <p style="color: green; text-align: center;">Any number – 0 = itself <math>n - 0 = n</math></p>	red	<p><b>If one squirrel has 4 acorns and another squirrel has 0 acorns, how many more acorns does the first squirrel have?</b> 4 – 0 = 4 more acorns</p> <p><b>If one squirrel has 4 acorns and he gives 0 to the other squirrel, how many acorns does the first squirrel have?</b> 4 – 0 = 4 acorns</p> <p><b>How are these questions different?</b> In the first question, you find the difference to compare how many acorns each squirrel has. In the second question, you take away to find the number of acorns.</p>
Count Back facts			
5 – 1 7 – 2 9 – 3	<p><b>How would you solve each of these problems?</b></p> <p>Counting backward is a common way to solve problems like these.</p>	yellow	<p><b>Counting back works with 1, 2, and 3. Would it work for counting back 8 or 11?</b></p> <p>It would not be efficient, and it would likely result in a counting error.</p>
Take All facts			
4 – 4 17 – 17	<p><b>What happens when you subtract a number from itself? Use the number rack to show your thinking.</b></p> <p>Any number minus itself is equal to zero.</p> <p style="color: green; text-align: center;">any number – itself = 0 <math>n - n = 0</math></p>	blue	<p><b>Why do you think these are called the Take All facts?</b></p> <p>You “take away” all of the first number (minuend). The answer is zero whether taking away a number from itself or comparing two amounts.</p>



## Subtraction Table

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	-
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	0
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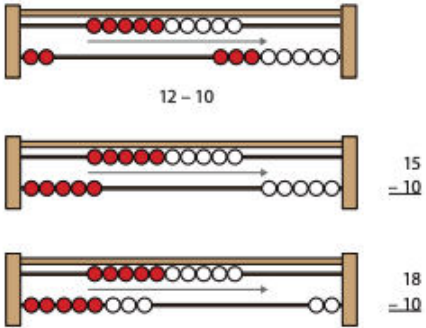
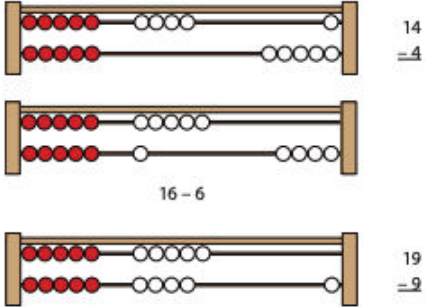
## Legend

  Zero facts

  Count Back facts

  Take All facts

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Neighbors facts			
Example Facts	Key Questions	Color	Follow-Up Questions
$7 - 6$ $7 - 5$	<p><b>What do you notice about these facts when you look at them on the number rack?</b></p> <p>The numbers are close to each other in consecutive order, i.e., 6 is only 1 less than 7 and 5 is only 2 less than 7.</p> <p><b>How could you solve each of these problems?</b></p> <p>Possible strategies for <math>7 - 6</math> include:</p> <ul style="list-style-type: none"> <li>Starting at 7 and counting back 6.</li> <li>Starting at 7 and counting back to 6.</li> <li>Starting at 6 and counting up to 7.</li> </ul>	orange	<p><b>Can we add to solve a subtraction problem?</b></p> <p>Yes, for the problem <math>6 - 4</math>, you can start at the subtrahend (4) and count up to the minuend (6).</p> <p><b>Does this work with other subtraction problems?</b></p> <p>Yes, the adding up strategy works for all subtraction problems.</p> <p><b>For the problem <math>13 - 12</math>, would you rather count back 12 from 13 or start at 13 and count back to 12?</b></p> <p>Starting at 13 and counting back to 12 is more efficient and less likely to result in a counting error.</p>
Take Away Ten facts			
$12 - 10$ $15 - 10$ $18 - 10$	<p><b>Note</b> Write some facts vertically and others horizontally. Ask students for answers as you record the facts.</p> <p><b>How can you use the number rack to show each of these examples?</b></p> 	purple	<p><b>What do you notice about these equations?</b></p> <p>On the number rack, students can see that after 10 beads are removed, the number in the ones place from the subtrahend are left over.</p> <p><b>Why do you think these facts are called Take Away Ten facts?</b></p>
Back to Ten Facts			
$14 - 4$ $16 - 6$ $19 - 9$	<p><b>Note</b> Write some facts vertically and others horizontally. Ask students for answers as you record the facts.</p> <p><b>How can you use the number rack to show each of these examples?</b></p> 	brown	<p><b>What do these facts have in common?</b></p> <p>The number in the ones place is the same in both the minuend and the subtrahend. All of the equations have a difference of 10.</p> <p><b>Why are these facts called Back to Tens?</b></p>

## Module 2 Session 2 The Subtraction Table, Part 2 Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> The Subtraction Table, Part 2		
	<ul style="list-style-type: none"> <li>demonstration number rack</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction Table (TM T1, partly filled in during Session 1)</li> <li>student math journals</li> <li>green and light blue markers or overhead pens</li> <li>green and light blue colored pencils, class set of each color</li> </ul>
<b>Work Places</b> Introducing Work Place 1B Target Twenty		
<b>TM T2</b> Work Place Guide 1B Target Twenty <b>TM T3</b> 1B Target Twenty Record Sheet <b>SB 9*</b> Work Place Instructions 1B Target Twenty	<ul style="list-style-type: none"> <li>Number Cards (1 deck, wild cards removed)</li> </ul>	
<b>Daily Practice</b>		
<b>SB 10</b> More Subtraction Fact Practice		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

### Vocabulary

An asterisk (\*) identifies terms for which Word Resource Cards are available.

associative property of addition\*

sum or total\*

- In today's session, you'll introduce Work Place 1B Target Twenty.
- Before this session, you should review the Work Place Guide and Work Place Instructions and assemble the bin for Work Place 1B, using the materials listed on the guide.
- The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

If students are able to see groups of facts that can be solved in the same way, circle or loop that group of facts together.

#### Categories of Leftover Subtraction Facts

Keep the Ten, Subtract the Ones					
$19 - 4 = 15$	$18 - 4 = 14$	$17 - 4 = 13$	$16 - 4 = 12$	$15 - 4 = 11$	
$19 - 5 = 14$	$18 - 5 = 13$	$17 - 5 = 12$	$16 - 5 = 11$		
$19 - 6 = 13$	$18 - 6 = 12$	$17 - 6 = 11$			
$19 - 7 = 12$	$18 - 7 = 11$				
$19 - 8 = 11$					
Take Away Ten, Subtract the Ones					
$19 - 11 = 8$	$18 - 11 = 7$	$17 - 11 = 6$	$16 - 11 = 5$	$15 - 11 = 4$	$14 - 11 = 3$
$19 - 12 = 7$	$18 - 12 = 6$	$17 - 12 = 5$	$16 - 12 = 4$	$15 - 12 = 3$	
$19 - 13 = 6$	$18 - 13 = 5$	$17 - 13 = 4$	$16 - 13 = 3$		
$19 - 14 = 5$	$18 - 14 = 4$	$17 - 14 = 3$			
$19 - 15 = 4$	$18 - 15 = 3$				
$19 - 16 = 3$					
Up to Twenty	Twenty Take Away Ones		Only Ones		
$20 - 11 = 9$	$20 - 4 = 16$		$9 - 4 = 5$		
$20 - 12 = 8$	$20 - 5 = 15$		$9 - 5 = 4$		
$20 - 13 = 7$	$20 - 6 = 14$		$9 - 6 = 3$		
$20 - 14 = 6$	$20 - 7 = 13$		$8 - 5 = 3$		
$20 - 15 = 5$	$20 - 8 = 12$		$7 - 4 = 3$		
$20 - 16 = 4$	$20 - 9 = 11$				
$20 - 17 = 3$					

## Module 2 Session 3 Addition & Subtraction Checkpoint Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Addition & Subtraction Checkpoint		
<b>TM T4</b> Addition & Subtraction Checkpoint Sample Question <b>TM T5–T6</b> Addition & Subtraction Checkpoint		
<b>Work Places</b> Introducing Work Place 1C Blast Off to Space		
<b>TM T7</b> Work Place Guide 1C Blast Off to Space <b>TM T8</b> 1C Blast Off to Space Record Sheet <b>SB 11*</b> Work Place Instructions 1C Blast Off to Space	<ul style="list-style-type: none"><li>• 2 Blast Off to Space Game Boards</li><li>• 1 single spinner overlay</li><li>• 16 game markers, 8 in each of two different colors</li></ul>	<ul style="list-style-type: none"><li>• student math journals</li></ul>
<b>Home Connection</b>		
<b>HC 7–8</b> Of Mice & Moles		
<b>Daily Practice</b>		
<b>SB 12</b> More Games Story Problems		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.



- Review the checkpoint, scoring guide, and the sample problem before teaching this session.
- In today's session, you'll introduce Work Place 1C Blast Off to Space. Before this session, you should review the Work Place Guide and Work Place Instructions and assemble the bin for Work Place 1C, using the materials listed on the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

## Module 2 Session 4 Introducing Work Place 1D Subtraction Bingo Preparation: Materials

Teacher Masters	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Addition & Subtraction Equations		
<b>SB 13*</b> Addition & Subtraction Equations	• demonstration number rack	
<b>Work Places</b> Introducing Work Place 1D Subtraction Bingo		
<b>TM T9</b> Work Place Guide 1D Subtraction Bingo <b>TM T10</b> 1D Subtraction Bingo Record Sheet <b>SB 14**</b> Work Place Instructions 1D Subtraction Bingo	• Number Cards, 1 deck	• student math journals • 2 different colored pencils
<b>Work Places</b> Introducing the Routine for Going to Work Places		
<b>TM T11</b> Unit 1 Work Place Log		• Work Place folders (class set; see Preparation)
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (introduced Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (introduced Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (introduced Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced Unit 1, Module 3, Session 4)		
<b>Daily Practice</b>		
<b>SB 15</b> Addition & Subtraction Mixed Review		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for display.

\*\* Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

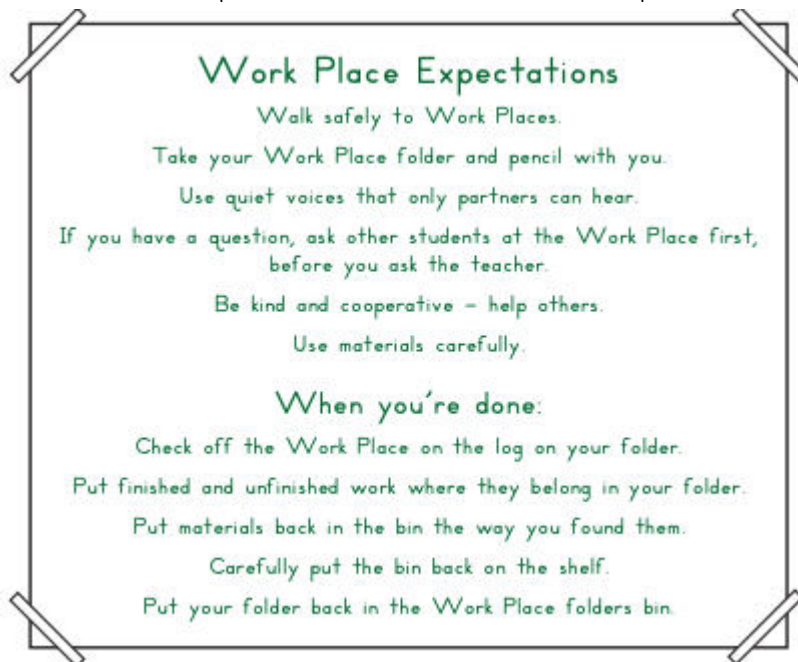
Today students will visit several Work Places. Make sure the necessary materials are prepared to make Work Places run smoothly.

- Prepare a Work Place folder for each student by stapling a Unit 1 Work Place Log to the front of each folder.



- There will be four Work Places available to students today, and there should be no more than eight students at each Work Place. If your class is very large, consider making two bins for some of the Work Places so that there will be fewer students using each bin.
- Double check the Work Place bins to make sure there are enough record sheets.
- If you have taken down your Community of Learners chart from Module 1, post it before this session. Work Place 1D Subtraction Bingo In today's session, you'll introduce Work Place 1D Subtraction Bingo. Before this session, you should review the Work Place Guide and Work Place Instructions and assemble the bin for Work Place 1D, using the materials listed on the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

Introduce expectations and routines for Work Place time, drawing upon students' experience with Work Places from earlier grade levels. (You can create a chart of Work Place Expectations with students' input.)



## \*Unit 1 Module 3 Double-Digit Addition

Unit 1 Module 3 Session 1 Scavenger Hunt for Lengths Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Count-Around		
<b>Problems &amp; Investigations</b> Length Scavenger Hunt		
	<ul style="list-style-type: none"> <li>number rack</li> <li>measuring tapes (1 per pair of students)</li> </ul>	<ul style="list-style-type: none"> <li>rulers, class set</li> <li>objects to measure (see Preparation)</li> <li>student math journals</li> </ul>
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (introduced Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (introduced Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (introduced Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced Unit 1, Module 3, Session 4)		
<b>Home Connection</b>		
<b>HC 9–10</b> Sums & Differences		
<b>Daily Practice</b>		
<b>SB 16</b> Adding & Subtracting Two-Digit Numbers		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
 Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

centimeter (cm)\*  
 inch (in.)\*  
 measure  
 measuring tape  
 ruler

Decide how you will pair students for the scavenger hunt.

Students will be measuring objects around your room to find certain lengths. Before you teach this session, find 10 objects in your classroom that either match or approximate the measurements listed below:

- 4 centimeters (e.g., pen lid, small sticky note)
- 15 centimeters (e.g., pen, marker, board eraser)
- 19 centimeters (e.g., unsharpened pencil)
- 28 centimeters (e.g., piece of paper)
- 51 centimeters (e.g., seat depth of chair, height between two bookcase shelves)
- 76 centimeters (e.g., width of a door)
- 95 centimeters (e.g., teacher desk depth)
- 120 centimeters (e.g., height of a chair back)
- 145 centimeters (e.g., height of shelves, height of filing cabinet)
- 203 centimeters (e.g., height of a door)

When you have identified the objects you plan to use, list the exact measurement of each on the board for students to use in the scavenger hunt. Just list the measurement of each object, not the name of the object.

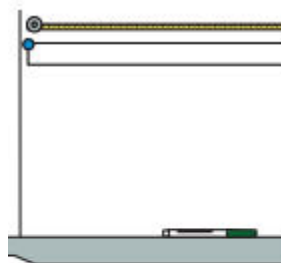
## Module 3 Session 2 Adding Lengths Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Count-Around		
<b>Problems &amp; Investigations</b> Adding Lengths		
<b>TM T1–T2</b> Adding Lengths Forum Planner	• demonstration number rack • 1 measuring tape	• ruler • whiteboard magnets or removable painter's tape
<b>SB 17–18*</b> Adding Lengths	• adding machine tape (see Preparation) • 4 super magnets	
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (Introduced in Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (Introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (Introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (Introduced in Unit 1, Module 2, Session 4)		
<b>Daily Practice</b>		
<b>SB 19</b> Counting On & Measuring		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
 Copy instructions are located at the top of each teacher master.

*\*Run 1 copy of these pages for display.*



Positioning of measuring tape and adding machine tape. Leave plenty of space below for the number lines you'll need to draw in Session 3.

- Use adding machine tape to set up a measurement comparison chart.
  - Cut a strip of adding machine tape approximately 275 centimeters long.
  - Hang the strip horizontally on your board, about your eye level.
  - Hang the measuring tape horizontally, centimeter side up, directly above the adding machine tape. You can use the super magnets.
- Have several of the items you used in the scavenger hunt last session handy (choose items you can move and hold up easily).
- Read Session 3 to see how students might share their work from today's session. Before tomorrow's forum, use the Adding Lengths Forum Planner to help select students to share their work.

## Module 3 Session 3 Adding Lengths Forum Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Math Forum</b> Adding Lengths		
<b>SB 17–18</b> Adding Lengths (from Session 2)		<ul style="list-style-type: none"> <li>• student math journals</li> <li>• measuring chart and measuring tape posted on the board from the previous session</li> <li>• Adding Lengths Forum Planner (TM T1–T2, filled out during and after the previous session)</li> </ul>
<b>Assessment</b> Adding Lengths Work Sample		
<b>TM T3</b> Adding Lengths Work Sample		
<b>Home Connection</b>		
<b>HC 11–12</b> Adding Tens		
<b>Daily Practice</b>		
<b>SB 20</b> Monkeying Around		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
Copy instructions are located at the top of each teacher master.

### Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

friendly number  
math forum  
number line\*

A math forum is a classroom routine in which select students share their solutions to a single problem. Prior to the forum, the teacher carefully plans the order in which students will share to promote specific learning goals. The basic objective of a math forum is to help students make connections among different strategies to develop a deeper understanding of the problem and strategies for solving it.

Today's math forum has four specific goals:

- Teach the protocol for math forums
- Highlight how applying the commutative property can make solving addition problems more efficient
- Examine a place-value splitting strategy for adding multi-digit numbers
- Consider a strategy that involves adding a friendly number and then adjusting to get the final answer

Prior to today's math forum, use the Adding Lengths Forum Planner you filled out during and after Session 2 to decide which students you will have share and in what order. (See this session's write-up for an example of how you might structure the forum.) You may want to tell students ahead of time which problem and strategy you will be asking them to share so they are prepared. Advise them that you might model it differently than they did, but that you will

be trying to be true to the way they used the number relationships to solve the problem.

As each student describes his or her strategy, you will model it on a number line on the board. If modeling student strategies is new for you, sketch number lines for each of the strategies you selected ahead of time. Make sure that the number lines line up when appropriate, so students can see smaller jumps encompassed by bigger jumps. Plan the jump size so that the jumps are relatively proportional to the jump size (e.g., a jump of 10 should look bigger than a jump of 2).

### Module 3 Session 4 Introducing Work Place 1E Carrot Grab Preparation:

#### Materials

Copies	Kit Materials	Classroom Materials
<b>Problem String</b> Adding Tens		
		• student math journals
<b>Work Places</b> Introducing Work Place 1E Carrot Grab		
<b>TM T4</b> Work Place Guide 1E Carrot Grab <b>SB 21*</b> Work Place Instructions 1E Carrot Grab Instructions	• 1 Carrot Grab Game Board • 2 dice numbered 1–6 • 1 spinner overlay • 2 game markers in different colors • 20 game markers in a different (third) color	
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (Introduced in Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (Introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (Introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (Introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (introduced in this session)		
<b>Daily Practice</b>		
<b>SB 22</b> Counting On & Problem Solving		

#### Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.  
friendly number

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

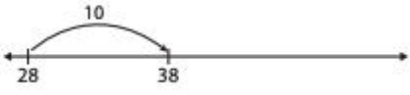
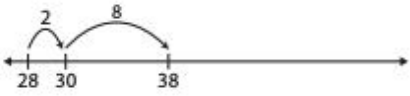
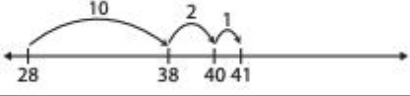
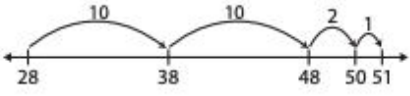
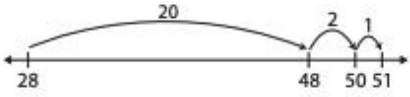
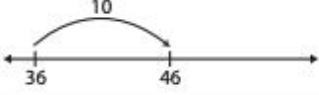
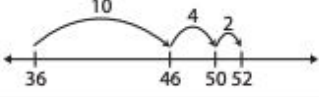
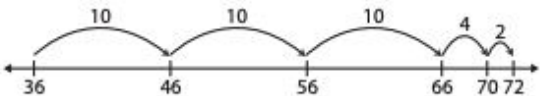
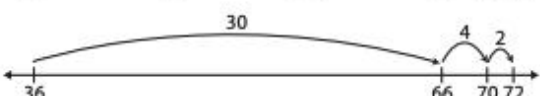
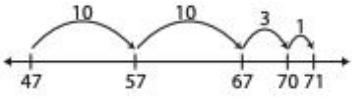
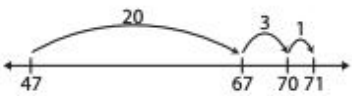
You will do your first problem string today. Students will record their problem strings work in their student journals. Choose an area everyone can see that has plenty of space to write. This can be on a whiteboard, document camera or projector, or on chart paper.

Note that the lesson presumes you will use the discussion area, as sitting close together is conducive to the kind of talking and sharing you want to happen. However, if this is not possible in your classroom, figure out what works best for you.



In today's session, you'll introduce Work Place 1E Carrot Grab. Before this session, you should review the Work Place Guide and Work Place Instructions, and assemble the bin for Work Place 1E, using the materials listed on the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

### Problem String Adding Tens

Problems	Sample Strategies & Recording	Connections
<b>28 + 10</b>	$28 + 10 = 38$  	<p>In these problems, students can build on the count-arounds by 10 they have been doing, and on the Add Tens strategy for basic addition. They begin at 28 and first add the tens from the second addend. Then they can add the ones from the second addend.</p> <p><b>Big Idea</b> You can break one of the addends apart by place value, add the tens, and then add the ones.</p>
<b>28 + 13</b>	$28 + 13 = 41$ 	
<b>28 + 23</b>	$28 + 23 = 51$  	
<b>36 + 10</b>	$36 + 10 = 46$ 	<p>In these problems, students can begin at 36 and first add the tens from the second addend. They can add the tens one at a time (+ 10 + 10 + 10) or all at once (+ 30). Then they can add the ones from the second addend.</p> <p><b>Big Idea</b> You can break one of the addends apart by place value, add the tens, and then add the ones.</p>
<b>36 + 16</b>	$36 + 16 = 52$ 	
<b>36 + 36</b>	$36 + 36 = 72$  	
<b>47 + 24</b>	$47 + 24 = 71$  	<p>The addends in this problem are different from those in the groups of problems that precede it in the string. After working through the two sets of problems above, we want students to immediately add the 2 tens in 24 to 47 and then add the 4 ones.</p>



## Module 3 Session 5 Strings & Strategies Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problem String</b> Get to a Friendly Number		
	• 1 Carrot Grab Game Board	• student math journals
<b>Problems &amp; Investigations</b> Strategy Discussion		
	<ul style="list-style-type: none"> <li>• 1 Carrot Grab Game Board</li> <li>• 2 dice numbered 1–6</li> <li>• 1 spinner overlay</li> <li>• 2 game marker in different colors</li> <li>• 20 game markers in a different color</li> </ul>	
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (Introduced in Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (Introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (Introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (Introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (Introduced in Unit 1, Module 3, Session 4)		
<b>Home Connection</b>		
<b>HC 13–14</b> More Adding Tens		
<b>Daily Practice</b>		
<b>SB 23</b> More Counting On & Problem Solving		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master

Copy instructions are located at the top of each teacher master.


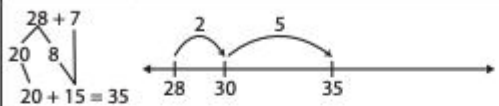
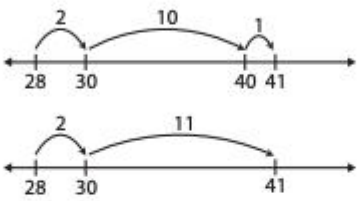

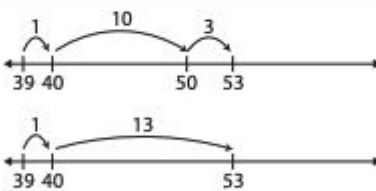
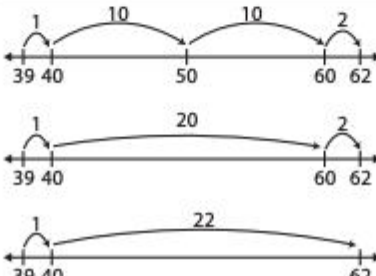
### Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

friendly number  
problem string  
tens

- Prepare a place, either on the whiteboard or on a large piece of chart paper, to record student strategies during the problem string. Students will solve six problems, and you'll record their strategies with number lines and equations. (See step 3 for sample recording.)
- Have a Carrot Grab Game Board set up for display as you discuss strategies with students.

### Problem String Get to a Friendly Number

Problems	Sample Strategies & Recording	Connections
$28 + 3$	$28 + 3 = 31$ 	<p>Students can apply their fluency with the Make Ten facts to use multiples of 10 when adding larger numbers. In this case, students take 2 from the second addend to make 30 with 28. Then, they add whatever is left of the second addend (1, 5, and 11, respectively) to 30 to arrive at the final sum.</p> <p><b>Big Idea</b>            Make Ten facts can help you add larger numbers easily when one of those numbers is close to a multiple of 10 (to a friendly number).</p>
$28 + 7$		
$28 + 13$	$28 + 13 = 41$ 	
$39 + 4$	$39 + 4 = 43$ 	
$39 + 14$	$39 + 14 = 53$ 	
$39 + 23$	$39 + 23 = 62$ 	See above.

## \*Unit 1 Module 4 Story Problems & Strategies

Unit 1 Module 4 Session 1 Introducing Work Place 1F Rabbit Tracks Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Work Places</b> Introducing Work Place 1F Rabbit Tracks		
<b>TM T1</b> Work Place Guide 1F Rabbit Tracks <b>SB 24*</b> Work Place 1F Rabbit Tracks Instructions	<ul style="list-style-type: none"> <li>• 1 Rabbit Tracks Game Board</li> <li>• 2 dice numbered 1–6</li> <li>• 1 spinner overlay</li> <li>• 1 red and 1 blue game marker</li> <li>• 20 game markers of another color</li> </ul>	
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (Introduced in Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (Introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (Introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (Introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (Introduced in Unit 1, Module 3, Session 4) <b>1F</b> Rabbit Tracks (introduced in this session)		
<b>Daily Practice</b>		
<b>SB 25</b> Adding & Subtracting		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master

*Copy instructions are located at the top of each teacher master.*

*\*Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.*

In today's session, you'll introduce Work Place 1F Rabbit Tracks. Before this session, you should review the Work Place Guide and Work Place Instructions and assemble the bin for Work Place 1F, using the materials listed on the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

**Module 4 Session 2 Two-Digit Addition Story Problems Preparation:**

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Two-Digit Addition Story Problems		
<b>TM T2</b> Two-Digit Addition Story Problems <b>TM T3</b> Two-Digit Addition Story Problems Math Forum Planner	<ul style="list-style-type: none"> <li>base ten pieces (1 set per 2 students)</li> <li>measuring tape (1 per 2 students)</li> </ul>	<ul style="list-style-type: none"> <li>chart paper, about 40" x 40"</li> <li>student math journals</li> </ul>
<b>Work Places in Use</b>		
<b>1A</b> Make the Sum (introduced in Unit 1, Module 1, Session 5) <b>1B</b> Target Twenty (introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (introduced in Unit 1, Module 3, Session 4) <b>1F</b> Rabbit Tracks (introduced in Unit 1, Module 4, Session 1)		
<b>Home Connection</b>		
<b>HC 15–16</b> Making Ten		
<b>Daily Practice</b>		
<b>SB 26</b> Making Ten & One Hundred		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
 Copy instructions are located at the top of each teacher master.

- Prepare chart paper by labeling it Addition Strategies, and post it in the classroom. You will write students' strategies on the chart during the session.
- Read Session 3 to see an example of how students might share their work from today's session, and use the Two-Digit Addition Story Problems Math Forum Planner to help select students to share in Session 3's math forum.

### Addition Strategies

**Roberto's Way**

$34 + 17$   
 $30 + 10 = 40$   
 $4 + 7 = 11$   
 $40 + 11 = 51$

**Emma's Way**

$30 + 10 = 40$   
 $40 + 7 = 47$

**Midori's Way**

$34 + 17$   
 $40 + 11 = 51$

**Travis' Way**

$34 + 17$   
 $34 + 6 = 40$   
 $40 + 17 = 57$   
 $57 - 6 = 51$

**Lucy's Way**

$34 + 17$   
 $34 + 6 = 40$   
 $40 + 11 = 51$

## Module 4 Session 3 Two-Digit Addition Story Problems Forum Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Math Forum</b> Two-Digit Addition Story Problems		
		<ul style="list-style-type: none"> <li>• piece of chart paper</li> <li>• student math journals for students selected to share in the forum</li> <li>• Two-Digit Addition Story Problems Forum Planner filled out during and after Unit 1, Module 4, Session 2</li> </ul>
<b>Work Places</b> Introducing Work Place 1G Target One Hundred		
<b>TM T4</b> Work Place Guide 1G Target One Hundred  <b>TM T5</b> 1G Target One Hundred Record Sheet  <b>SB 27*</b> Work Place Instructions 1G Target One Hundred	<ul style="list-style-type: none"> <li>• Number Cards (1 deck per 2 students, wild cards removed)</li> </ul>	<ul style="list-style-type: none"> <li>• Addition Strategies chart (from Session 2)</li> <li>• scratch paper, class set</li> </ul>
<b>Work Places in Use</b>		
<b>1B</b> Target Twenty (introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (introduced in Unit 1, Module 3, Session 4) <b>1F</b> Rabbit Tracks (introduced in Unit 1, Module 4, Session 1) <b>1G</b> Target One Hundred (introduced in this session)		
<b>Daily Practice</b>		
<b>SB 28</b> Two-Step Problems		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\*Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

- Use the Two-Digit Addition Story Problems Forum Planner to decide which four or five students you want have to share in today's forum and in what order.
- While students share, you'll record their strategies on a class chart using the open number line model. Consider preparing the chart ahead of time by drawing an unmarked number line for each student who will be sharing.
- In today's session, you'll introduce Work Place 1G Target One Hundred, which replaces Work Place 1A Make the Sum. Before this session, you should review the Work Place Guide and Work Place Instructions, and assemble the bin for Work Place 1G, using the materials listed on the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.

## Module 4 Session 4 Strategies for Subtracting Two-Digit Numbers Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Strategies for Subtracting Two-Digit Numbers		
<b>TM T6</b> Subtraction Story Problems		<ul style="list-style-type: none"> <li>• 2 pieces of chart paper, each about 40" × 40"</li> <li>• student math journals</li> </ul>
<b>Work Places in Use</b>		
<b>1B</b> Target Twenty (introduced in Unit 1, Module 2, Session 2) <b>1C</b> Blast Off to Space (introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (introduced in Unit 1, Module 3, Session 4) <b>1F</b> Rabbit Tracks (introduced in Unit 1, Module 4, Session 1) <b>1G</b> Target One Hundred (introduced in Unit 1, Module 4, Session 3)		
<b>Home Connection</b>		
<b>HC 17–18</b> Double-Digit Addition		
<b>Daily Practice</b>		
<b>SB 29</b> Books & Reading Problems		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
*Copy instructions are located at the top of each teacher master.*

Prepare chart paper by labeling it Subtraction Strategies, and post it in the classroom. You will write students' strategies on the chart during this session and keep it posted for students to reference in Session 5. You'll also use the chart again in Unit 3, Module 2.

## Module 4 Session 5 Multi-Step Subtraction Problems Preparation:



## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Multi-Step Subtraction Problems		
<b>SB 30*</b> More Story Problems		<ul style="list-style-type: none"> <li>• student math journals</li> <li>• Subtraction Strategies chart (from Session 4)</li> </ul>
<b>Work Places</b> Introducing Work Place 1H Anything But Five		
<b>TM T7</b> Work Place Guide 1H Anything But Five <b>TM T8</b> 1H Anything But Five Record Sheet <b>SB 31**</b> Work Place Instructions 1H Anything But Five	<ul style="list-style-type: none"> <li>• 2 dice numbered 4–9 (per 2 students)</li> </ul>	
<b>Work Places in Use</b>		
<b>1C</b> Blast Off to Space (introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (introduced in Unit 1, Module 3, Session 4) <b>1F</b> Rabbit Tracks (introduced in Unit 1, Module 4, Session 1) <b>1G</b> Target One Hundred (introduced in Unit 1, Module 4, Session 3) <b>1H</b> Anything But Five (introduced in this session)		
<b>Daily Practice</b>		
<b>SB 32</b> Alfonso's Money Problem		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master

*Copy instructions are located at the top of each teacher master.*

*\* Run 1 copy of this page for display.*

*\*\* Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.*

- In today's session you'll introduce Work Place 1H Anything But Five, which replaces Work Place 1B Target Twenty. Before this session, you should review the Work Place Guide and Work Place Instructions and assemble the bin for Work Place 1H, using the materials listed on the guide. The Work Place Guide also includes suggestions for differentiating the game to meet students' needs.
- If possible, play the game prior to the session to familiarize yourself with the rules and procedures.
- Be sure the class Subtraction Strategies chart is posted where it is clearly visible to all.

## Module 4 Session 6 Unit 1 Post-Assessment Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Unit 1 Post-Assessment		
<b>TM T9–T12</b> Unit 1 Post-Assessment		
<b>Work Places in Use</b>		
<b>1C</b> Blast Off to Space (introduced in Unit 1, Module 2, Session 3) <b>1D</b> Subtraction Bingo (introduced in Unit 1, Module 2, Session 4) <b>1E</b> Carrot Grab (introduced in Unit 1, Module 3, Session 4) <b>1F</b> Rabbit Tracks (introduced in Unit 1, Module 4, Session 1) <b>1G</b> Target One Hundred (introduced in Unit 1, Module 4, Session 3) <b>1H</b> Work Place Anything But Five (introduced in Unit 1, Module 4, Session 5)		
<b>Home Connection</b>		
<b>HC 19–20</b> Patterns & Sums		
<b>Daily Practice</b>		
<b>SB 33</b> Measuring, Rides & Newspapers		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
 Copy instructions are located at the top of each teacher master.