Unit 3: Module 1

Session 5

Learning Targets

- I can use rounding, mental math and other estimation methods to decide if an answer makes sense (3.OA.8)
- I can use place value strategies to add and subtract (3.NBT.2)
- I can Model with Mathematics by showing my work (3.MP.4)
- I can persevere and make sense of story problems. 3.MP.3)
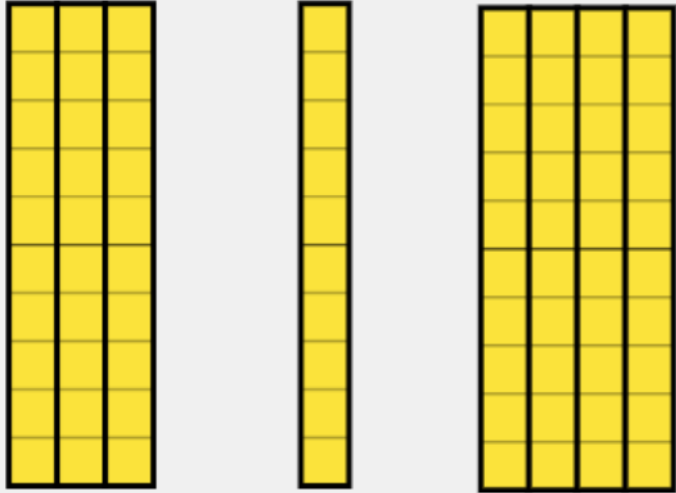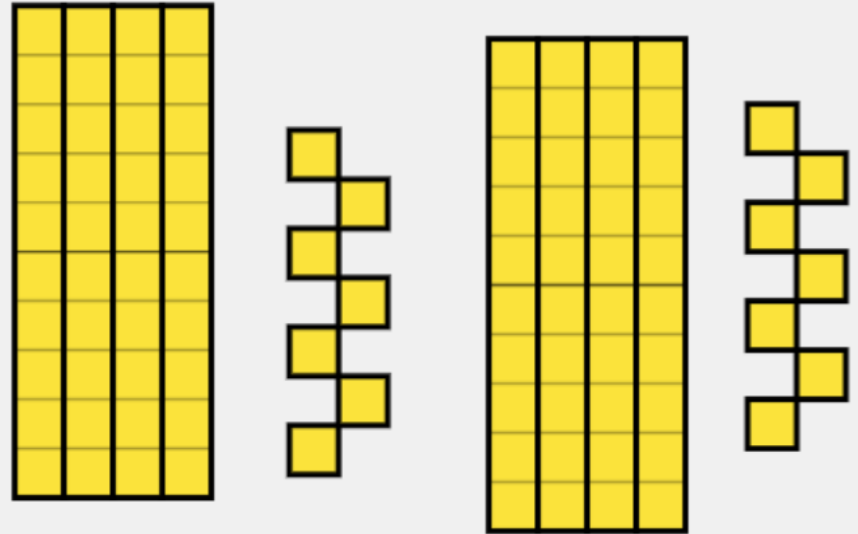
Place Value Splitting

$$34 + 17 =$$

$$30 + 4 \quad + 10 + 7 =$$

$$40 + 11 = 51$$

Using Place value models

30 + 10 = 40

40 + 7 = 47

Standard Algorithm

$$
\begin{array}{r}
\overset{1}{3}4 \\
+\ 17 \\
\hline
51
\end{array}
\qquad
\begin{array}{r}
\overset{1}{6}9 \\
+\ 24 \\
\hline
93
\end{array}
$$

Make a FRIENDLY number

① 34 + 17

⑪ 11+6

② 34+6 = 40

③ 40 + 11 = 51

Add more then subtract it at the end

1. $34 + 17 =$

2. $34 + 6 = 40$

3. $40 + 17 = 57$

4. $57 - 6 = 51$

Addition Strategies

Roberto's Way

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

Emma's Way

||| |
$$30 + 10 = 40$$

|||| ⠇
$$40 + 7 = 47$$

|||| 🎲
47, 48, 49, 50, 51

Midori's Way

$$\begin{array}{r} {}^1 34 \\ +17 \\ \hline 51 \end{array}$$

Lucy's Way
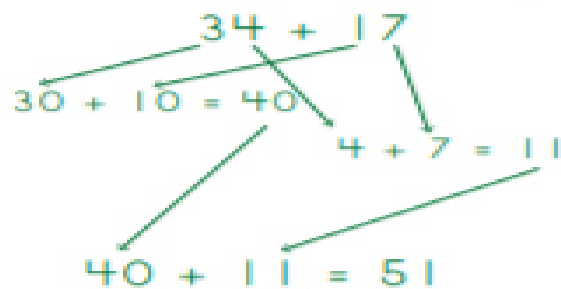
$$34 + 17$$
$$34 + 6 = 40$$
$$40 + 11 = 51$$

Travis' Way

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

Group Work time

3 digit Addition Story Problems

Pick 2 problems to solve in partners- AGREE

Use tools available

Ask- DOES THIS ANSWER make sense?

Show your work in your math notebook.

NAME | DATE

Three-Digit Addition Story Problems

1 Ashley and Alex collected soda cans to recycle. Ashley had 275 cans and Alex had 168 cans. How many cans did they have in all?

2 Dakota and Marcus are raising money to donate to their local animal shelter. Dakota raised $297 and Marcus raised $325. How much money did they raise in all?

3 Miranda loves to collect pennies in her special penny jar. She had 712 pennies in the jar, and her grandma just gave her 189 more. How many pennies does she have in all?

MUST DO

- 2 story problems with partner
- SB 81

MAY DO

Workplace choice
- 3A: Round Ball 10's
- 3B: Round and Add Tens
- Telling Time
- Fraction Modeling

Conclusion Activity

Think about all of the strategies we have talked about the past few days- if we put them on a numberline could you describe or even name their strategy? Our last challenge of the day is to look at some number lines and see if we can identify their strategies!
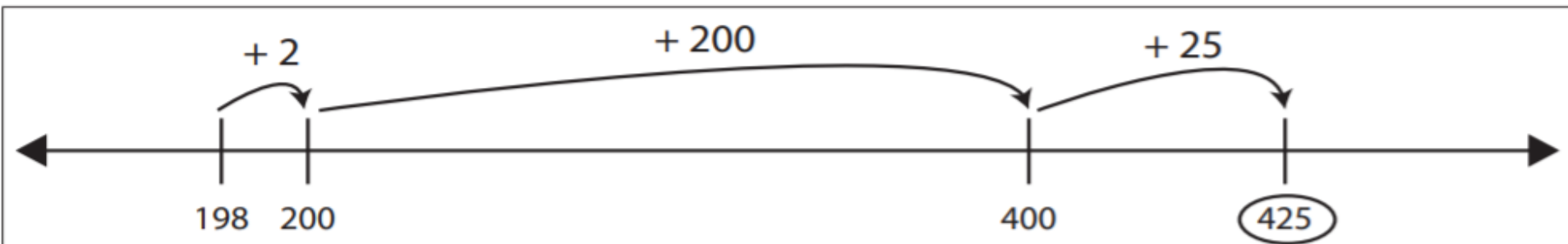
	Strategy Description		
a	Add a friendly number, get to a friendly number, and then add the rest.	**b** Get to a friendly number, add a friendly number, and then add the rest.	**c** Add a friendly number that is too big and then go back to adjust.

198 + 227 =

Strategy: _____

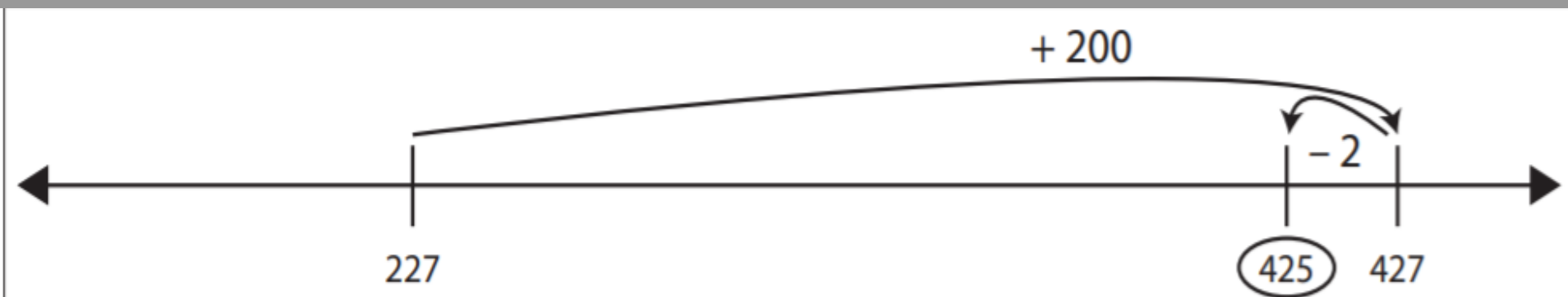|	**Strategy Description**				
a	Add a friendly number, get to a friendly number, and then add the rest.	**b**	Get to a friendly number, add a friendly number, and then add the rest.	**c**	Add a friendly number that is too big and then go back to adjust.

+ 200

− 2

227   425   427

Strategy: _____

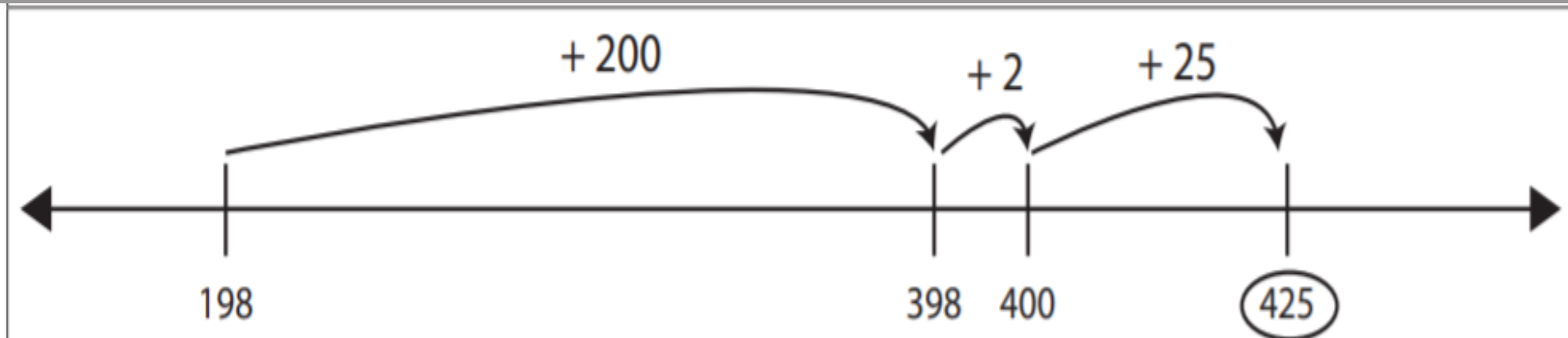|	Strategy Description		
a	Add a friendly number, get to a friendly number, and then add the rest.	**b** Get to a friendly number, add a friendly number, and then add the rest.	**c** Add a friendly number that is too big and then go back to adjust.

+ 200   + 2   + 25

198   398   400   425

Strategy: _____

Stop and Reflect

Write about which strategy makes the most sense to you. Why?

- Place value splitting
- Standard Algorith
- Make a friendly number and add/subtract
- Using a number line

Sentence Stem

The _____ strategy makes the most sense because…..