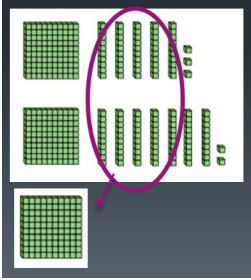
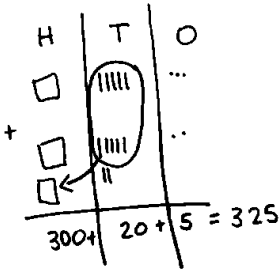
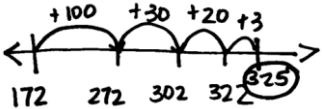
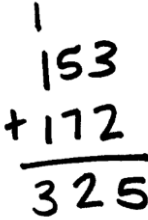


## Fluency with Adding and Subtracting within 1,000

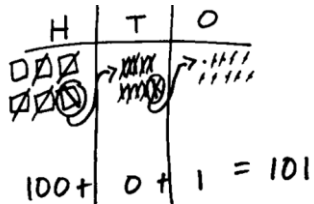
<p style="text-align: center;"><b>Overarching Student Learning Goals</b></p> <p style="text-align: center;">In this unit, your child will work to build an understanding of the following:</p>	<p style="text-align: center;"><b>Resources/Tasks to support your child at home.</b></p>
<p><b>Using a variety of models, representations and strategies to add within 1,000 and use estimation to check for reasonableness of answers.</b></p> <p><i>Below are a variety of strategies that students will be exposed to as they build their understanding of addition.</i></p> <p style="text-align: center;"><math>153 + 172 = ?</math></p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">Base-Ten Blocks and Quick Picture</p>  </div> <div style="width: 45%;"> <p style="text-align: center;">Break Apart/ Expanded Form</p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p style="text-align: center;">Counting Up to Add</p> <p> <math>172 + 100 = 272</math>  <math>272 + 30 = 302</math>  <math>302 + 20 = 322</math>  <math>322 + 3 = 325</math>  <math>172 + 153 = 325</math> </p>  </div> <div style="width: 45%;"> <p style="text-align: center;">Standard Algorithm</p>  </div> </div>	<ul style="list-style-type: none"> <li>• As your child is making sense of addition strategies, challenge them to use at least two strategies to solve problems and explain how the strategies are alike and how they are different.</li> <li>• Encourage your child to always estimate the sum prior to solving and use that estimate to check for the reasonableness of their solution.</li> <li>• Addition with virtual base ten blocks: <a href="http://goo.gl/5aTbPm">http://goo.gl/5aTbPm</a></li> <li>• LearnZillion Videos:             <ul style="list-style-type: none"> <li>○ Solve Addition Problems Using the Partial Sums Method: <a href="https://bit.ly/2KRRqng">https://bit.ly/2KRRqng</a></li> <li>○ Add Three Digit Numbers with Base-ten Blocks: <a href="https://bit.ly/1LWnaid">https://bit.ly/1LWnaid</a></li> <li>○ Solve Addition Problems Using a Number Line: <a href="https://bit.ly/2LbqmyU">https://bit.ly/2LbqmyU</a></li> <li>○ Solve Addition Story Problems Using an Open Number Line: <a href="https://bit.ly/2uAHJ1N">https://bit.ly/2uAHJ1N</a></li> </ul> </li> </ul>

**Using a variety of models, representations and strategies to subtract within 1,000. (NOTE: Mastery of the standard algorithm is NOT a requirement in 3<sup>rd</sup> grade)**

*Below are a variety of strategies that students will be exposed to as they build their understanding of subtraction.*

$$600 - 499 = ?$$

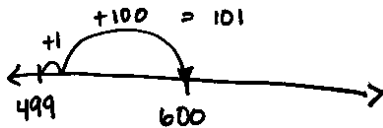
Base-Ten Quick Picture



Break Apart/ Expanded Form

$$\begin{array}{r} 500 + \cancel{100} + \cancel{90} + \cancel{9} \\ - 400 + 90 + 9 \\ \hline 100 + 0 + 1 = 101 \end{array}$$

Counting Up to Subtract



Compensation

$$\begin{array}{r} \cancel{600} - \cancel{499} \\ -1 \quad -1 \\ 599 - 498 = 101 \end{array}$$

Standard Algorithm

$$\begin{array}{r} 9 \phantom{0} \\ 5 \cancel{0} \cancel{0} \\ - 499 \\ \hline 101 \end{array}$$

- As your child is making sense of subtraction strategies, challenge them to use at least two strategies to solve problems and explain how the strategies are alike and how they are different.
- Different strategies are more efficient depending on the values in the problem. When your child selects a strategy to use, ask them to justify their choice.
- Encourage your child to always estimate the difference prior to solving and use that estimate to check for the reasonableness of their solution.
- Subtraction with virtual base ten blocks: <http://goo.gl/hZdB4>
- LearnZillion Videos:
  - Solve Subtraction Problems Using a Number Line: <https://bit.ly/2L2ZKQj>
  - Subtract Numbers Within 100 Using Base-ten Blocks: <https://bit.ly/21fQhB>
  - Solve Subtraction Problems Using Regrouping: <https://bit.ly/1ImYBgc>