

## McLean County Unit 5 Math Concepts for 3<sup>rd</sup> Grade

The purpose of this page is to bridge the instruction from school with practice at home. The shift in math education is to help students gain a better understanding of concepts rather than just to memorize standard algorithms. While students are allowed to use standard algorithms, our goal is for them to have multiple ways to attack a problem and that, even if they choose not to use each of these methods, they can understand and explain how these methods work. Research shows that building this strong understanding of concepts will lead to better overall math thinkers.

With each example below, we have included a QR code which will allow you to look at this practice in action so that you can better support your child in his/her understanding.



**Numbers and Operations in Base Ten:** (3.NBT.2) Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**PARTIAL SUMS:**

$$\begin{array}{r}
 145 \\
 + 322 \\
 \hline
 \end{array}$$

$100 + 300 \rightarrow 400$   
 $40 + 20 \rightarrow 60$   
 $5 + 2 \rightarrow 7$

$$400 + 60 + 7 = 467$$

$$145 + 322 = 467$$



**COLUMN ADDITION:**

Add each column of numbers.

Trade 10 ones for 1 ten and move the 1 ten to the tens column.

Trade 10 tens for 1 hundred and move the 1 hundred to the hundreds column.

$$47 + 68 = 115$$

100s	10s	1s
	4	7
+	6	8
	10	15
	11	5
1	1	5

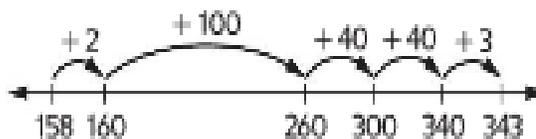


**COUNT UP SUBTRACTION:**

$$\begin{array}{l}
 158 + 2 = 160 \\
 160 + 40 = 200 \\
 200 + 100 = 300 \\
 300 + 40 = 340 \\
 340 + 3 = 343
 \end{array}$$

$$2 + 40 + 100 + 40 + 3 = 185$$

$$343 - 158 = 185$$



**EXPAND AND TRADE SUBTRACTION:**

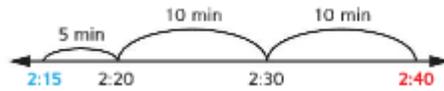
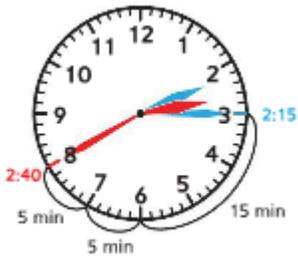
$$\begin{array}{r}
 140 \\
 200 \quad 40 \quad 13 \\
 353 \rightarrow 300 + 50 + 3 \\
 - 168 \rightarrow 100 + 60 + 8 \\
 \hline
 100 + 80 + 5 = 185
 \end{array}$$



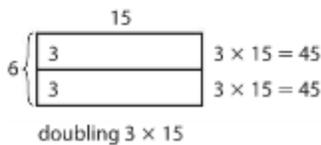
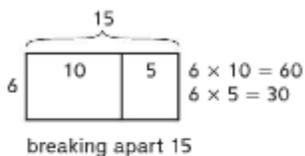
**Numbers and Operations--Fractions:** (3.NF.3) Explain equivalence of fractions in special cases, and compare fraction by reasoning about their size. A. Understand two fractions as equivalent if they are the same size or the same point on a number line. B. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent by using a visual fraction model. C. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. D. Compare two fractions with the same numerator or denominator by reasoning about their size.



**Measurement and Data:** (3.MD.1) Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.



**Measurement and Data:** (3.MD.7) Relate area to the operations of multiplication and addition.



**EVERYDAY MATH RESOURCES:** This link will take you to the Everyday math parent website which has additional resources for each unit including home links and definitions.

