

### Third Grade Demo Lesson Plan October 17, 2014

<p>Unit Title: Place Value and Problem Solving with Units of Measure</p> <p>Lesson: Envision Topic 3: Using Place Value to Add and Subtract. 3-1: Adding with an Expanded Algorithm.</p>	<p>Approx. time: 30</p>	<p>CCSS-M Standards: <b>3.NBT.2</b> 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.</p>
<p><b>A. Focus and Coherence</b></p>		<p><b>B. Evidence of Math Practices</b></p>
<p><b>Students will know:</b> The expanded algorithm for adding 3-digit numbers breaks the addition problem into a series of easier problems based on place value. Answers to the simpler problems are added together to determine the final sum.</p> <p><b>Students will be able to:</b> solve 3-digit addition problems using an expanded algorithm.</p> <p><b>Student prior knowledge:</b></p> <ul style="list-style-type: none"> <li>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>Explain why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul> <p><b>Which math concepts will this lesson lead to?</b> Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>		<p>Make sense of problems and persevere in solving them.</p> <p>Reason abstractly and quantitatively.</p> <p>Construct viable arguments and critique the reasoning of others</p> <p>Attend to precision.</p>
<p>Guiding Questions(s): See below</p>		
<p><b>Formative Assessments Results:</b> Quick Check Master 1 questions</p>		
<p><b>Anticipated Student Preconceptions/Misconceptions:</b> Some students had difficulty solving the problems by any method. Some students had difficulty writing the explanation for problem 4 even though they demonstrated the ability to solve the problem. A few students demonstrated mastery of the standard and are ready for a greater challenge.</p>		
<p><b>Materials/Resources</b> Intervention, On-Level, and Advanced Center Activities ELL sentence frame support</p>		
<p><b>C. Rigor: Conceptual Understanding, Procedural Skill and Fluency, and Application</b></p>		
<p><u>Warm-up</u> -No warm-up today</p>		
<p><u>Lesson:</u></p>		
<p><b>Set the Purpose/Connect:</b> To reinforce and enrich students ability to add with an expanded algorithm we will be working in groups today based on the Quick Check results from the previous day.</p>		
<p><b>Differentiated Instruction:</b> Based on the number card that you were given when you entered the class, follow these instructions:</p> <ul style="list-style-type: none"> <li>Students with the numbers 27 (on-level) and 28 (ELL intervention) assemble into groups of 4 and follow directions on the Center Activity given.</li> <li>Students with number 26 (advanced level) form a group and follow directions on the Center Activity given.</li> <li>Students with number 25 (math intervention) come to the table to complete the Center Activity given.</li> </ul>		
<p><b>Closure:</b> How do you use place value to break large addition problems into smaller ones that are easier to add?</p>		