

# What does a 3<sup>rd</sup> grade math class look like daily?

## Number Talk

*Students develop strategies to solve mental math problems with confidence.*

Example:

**Is Debbie Correct?**  
Sara has 12 Skittles and shares them equally with her friends. How many friends might she have?

Debbie thinks...  
**2 friends**

Is Debbie correct? Explain.  
Are there any other possible answers?



- \*Decomposing numbers
- \*Three-Digit addition and subtraction strategies
- \*Rounding
- \*Understanding how multiplication and division work
- \*Recognizing patterns with numbers
- \*Representing numbers in multiple forms
- \*Developing mental math skills

## Number of the Day/ Multiple Madness


*Students will explore and share different ways to represent a number.*

Example:

Number of the Day

6 hundreds  
22 tens  
13 ones

LI: The goal is to use the clues to make a three-digit number.  
SC: I can show and explain how the digits in my number match the clues in the riddle.



- \*Decomposing numbers
- \*Standard form, word form, expanded form
- \*Rounding
- \*Recognizing patterns with numbers
- \*Representing numbers in multiple forms

## Problem of the Day

*Students interpret a word problem, plan a strategy to solve it, and communicate their reasoning.*

Example:

**Problem of the Day**  
The Gamestop put an ad in the newspaper stating that they have about 700 games for sale. How many actual games could they have? Why?



- \*Making sense of word problems to determine what operations are necessary to solve them.

## Build & Explore

*Students will practice the skills they have learned through fun and engaging activities.*

Example:

Survey your classmates on what their favorite color is. Create a tally table to display the data.

Tallies	Total

Name: \_\_\_\_\_

**Favorite Color Bar Graph**

Color	Tally
Red	
Orange	
Yellow	
Green	
Blue	
Purple	

of \_\_\_\_\_  
\_\_\_\_\_ ? \_\_\_\_\_  
\_\_\_\_\_ ? \_\_\_\_\_

- \*Hands on learning and practice
- \*Working with peers
- \*Use of math tools and manipulatives
- \*Mathematical fluency

**Developing Mathematical Mindset is Our Goal!**

# At Home Math Advice for Parents

6 Ways to set your child up for success in math!



1. Encourage children to play math puzzles and games (especially with dice). This will help kids enjoy math, and develop number sense, which is critically important.
2. Encourage positive attitudes about math.
3. Always be encouraging when they are working on math problems. Use statements such as, "Oh, I see what you were thinking," "You are using what you know about addition to solve for 3 and 4, but when we subtract we take 3 away from 4."
4. It is important to be accurate when doing math, but fluency in addition and subtraction facts is important as well. When using flash cards, do not emphasize speed over accuracy, but frequent practice will make your student more fluent and will make math easier for them.
5. Encourage number sense. For example, when working on  $11 + 20$ , if you take one from the 11 and make it  $10 + 20$ , it is much easier to solve. The flexibility to work with numbers in this way is number sense.
6. Encourage a "growth mindset." Let your child know that they have unlimited math potential and that being good at math is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have fixed mindsets and they encounter challenging work, they often conclude that they are not "a math person." One way in which parents encourage a fixed mindset is by telling their children they are "smart" when they do something well. That seems like a wonderful thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all.

Use growth praise such as: "It is great that you have learned that," or "I really like your thinking about that." When they tell you something is hard for them, or they have made a mistake, tell them: "That's wonderful, your brain is growing!"