

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your ongoing support. For additional information or electronic access to this letter, please visit www.wcpss.net/mathhelp.

Sincerely,

Your Child's Teacher

Unit Name: Stories with Addition and Subtraction

North Carolina Content State Standards:

NC.3.NBT.2

Add and subtract whole numbers up to and including 1,000.

- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

NC.3.OA.8

Solve two-step word problems involving addition, subtraction, ~~and multiplication~~, representing problems using equations with a symbol for the unknown number.

Math Language:

- | | | | |
|---------------|---------------|---------------------|--|
| • Addition | • Addend | • Sum | • Regroup |
| • Place Value | • Equation | • Unknown | • Place Value Drawing |
| • Expression | • Rate of Ten | • Subtraction | • Missing Addend |
| • Difference | • Ungroup | • More | • Fewer |
| • Decompose | • Subtotals | • Expanded Form | • Expanded Method |
| • Number Line | • Precision | • Partition | • Greater |
| • Value | • Rounding | • Inverse Operation | • Nearest Multiple |
| • Estimation | • Exact | • About | • Reasonable |
| • Actual | • Symbol | • Comparison | • Put Together/Take Apart |
| • Operation | • Compare | • Relationship | • Compensate and
Combine Strategies |
| • Lesser | • Situation | • Add to/Take from | |

Unit Overview:

The focus of this unit is on addition and subtraction within 1000. Students focus on understanding and applying strategies, such as place value blocks, place value drawings, expanded form/method, and numbers lines to add and subtract numbers up to and including 1,000. Students will simultaneously review concepts about place value, regrouping, and ungrouping. Throughout the unit, students will use these operations within the context of one and two step story problems. They will also develop an understanding of how place value can then be used to round numbers. The primary strategy used for rounding in this unit is the number line. Students will use the number line to round numbers to the

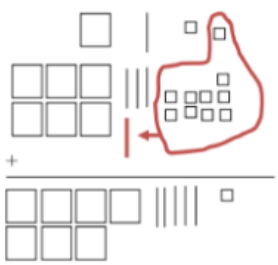
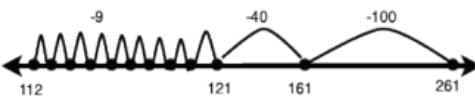
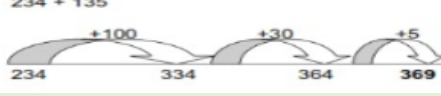
nearest ten and hundred. Rounding and other estimating strategies, such as benchmarking, will help students have a better understanding of the reasonableness of their final answers when finding a solution to a math problem. Students will also be asked to explain their math thinking, make sense of the strategies they used, and assess the reasonableness of their answers.

Skills/Strategies:

Students will be able to:

- Use expanded form to decompose numbers to solve addition and subtraction problems
- Apply the relationship between addition and subtraction to solve problems
- Solve two-step word problems using addition and subtraction

Strategies students will learn:

Strategy Name	Example of strategy:	Example of strategy:
Expanded Form/ Method: Decomposing or separating numbers to add or subtract	$756 + 279$ $(700+50+6) + (200+70+9)$ $700 + 200 = 900$ $50 + 70 = 120$ $6 + 9 = 15$ $900 + 120 + 15 = 1070$	$321 - 117$ $321 - (100 + 10 + 7)$ $321 - 100 = 221$ $221 - 10 = 211$ $211 - 7 \text{ or } (6 + 1)$ $211 - 1 = 210$ $210 - 6 = 204$
Creating new problems	$721 + 279$ $721 (-21) + 279 (+21)$ $700 + 300 = 1000$	$547 - 297$ $547 (+3) - 297 (+3)$ $550 - 300 = 250$ $(500 - 300 \text{ is } 200 \text{ SO } 550 - 300 \text{ is } 250)$
Changing a number when adding or subtracting and adjusting the answer to account for the change	$721 + 279$ $721 + 280 \text{ (adding 1 too many)}$ $721 + 280 = 1001$ $1001 - 1 \text{ (the 1 extra we added)} = 1000$	$547 - 297$ $547 - 297 (+3)$ $547 - 300 \text{ (removing 3 too many)} = 247$ $247 + 3 = 250 \text{ (add back the extra 3 we took off)}$
Place Value Drawing	$112 + 639 = \underline{\hspace{2cm}}$ 	
Number Line (Addition & Subtraction)	$261 - 149$ 	$234 + 135$ 

Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>

- [ES 3 Math Whole Number Place Value Addition without Regrouping \(three digit numbers\)](#)
- [ES 3 Math Whole Number Place Value Addition with Regrouping \(two digit numbers\)](#)
- [ES 3 Math Whole Number Place Value Addition with Regrouping \(three digit numbers\)](#)
- [ES 3 Math Whole Number Show All Totals Addition](#)
- [ES 3 Math Whole Number Addition on the Number Line](#)
- [ES 3 Math Whole Number Place Value Subtraction without Ungrouping](#)
- [ES 3 Math Whole Number Place Value Subtraction with Ungrouping](#)
- [ES 3 Math Whole Number Expanded Form Subtraction](#)
- [ES 3 Math Whole Number Subtraction on the Number Line](#)
- [ES Math Subtraction Using a Number Line](#)
- [ES Math Addition Using Partial Sums](#)
- [ES Math Rounding to the Nearest Ten or Hundred in the Real World Situations](#)

Additional Resources:

- [NCDPI Additional Resources](#)

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently. Some examples may include the following:

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?