



Third Grade Newsletter

October 2023

Important Dates

Monday, October 9th - LSE 25th anniversary celebration

Tuesday, October 10th – Fun Run

Tuesday, October 17th - Parent/ Teacher conference night, teacher requested

Thursday, October 19th – School Store

Fun Run assembly

Friday, October 20th - Schools closed for students. Professional development day for teachers.

Tuesday, October 24th – Fall Picture Day

Reminders

Project ACES runs through October 9th. Please encourage your children to get 60 minutes of activity a day and complete their logs!

What are we learning?

Math

This month in math we will finish Unit 1 by building an understanding of the relationship between multiplication and division. Our Unit 1 test is scheduled for October 10th. Our next unit focuses on using what students know about place value to develop models for adding and subtracting within 1,000. They will also be applying that knowledge to finding the perimeter of shapes and solving multistep word problems.

Please see attached parent letter for more information

Science

In science we will be concluding our mini unit on Weather. We will pick up on Climate in the spring. Our next unit will be Forces and Interactions, including patterns in motion, predicting motion, and experiments with static electricity and magnetism.

Humanities

In Humanities we will be diving into the Big 3 Questions that help us connect to the text we are reading. Then, we will continue our Wonders Series Unit 1. In Social Studies, we will be working on map skills and immigration.

Stay in Touch!

Please reach out to your child's teacher with any questions or concerns!

Christine Alexander – christinealexander@carrollk12.org

Sharon Inge – sharoninge@carrollk12.org

Alyssa Hesel – alyssaheser@carrollk12.org

Laura Raab – lauraraab@carrollk12.org

Kathie Borghans – kathrynborghans@carrollk12.org



THIRD GRADE MATHEMATICS – Unit 2

Dear Parents,

During Unit 2, your children will add and subtract within 1000 by applying their understanding of models for addition and subtraction. They will develop, discuss, and use efficient, accurate, and generalizable methods to compute the sums and differences of whole numbers in base ten notations, using their understanding of place value and the properties of the operations (they will need not use formal terms for these properties). Your children will work to develop written methods for recording sums and differences. They will be introduced to the concept of rounding, which provides them with another strategy to judge the reasonableness of their answers in addition and subtraction situations.

ADDITION, SUBTRACTION AND MEASUREMENT

Students need to:

- Add and subtract within 1000 using strategies and algorithms based on the following: place value, properties of operations and the relationship between addition and subtraction
- Use place value understanding to round whole numbers to the nearest 10 or 100
- Solve two-step word problems. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- 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, e.g., by representing the problem on a number line diagram.

WAYS PARENTS CAN HELP

- Help your child use addition or subtraction to solve real world problems (e.g. adding a bill, calculating change from a purchase...)
- Practice reading an analog clock.
- Help your child determine an end time given the start time and the duration of the event (e.g. you put something in the oven at 5:15 p.m. and it needs 32 minutes to cook, what time should you take it out of the oven).

BACKGROUND INFORMATION/EXAMPLES FOR PARENTS

NOTE: For CCPS videos, you **may** need to download the video to view it.

[Addition Using Open Number Lines](#)

[Addition: 3-Digit with Place Value Model](#)

[Addition Using Expanded Form](#)

[Subtraction Using an Open Number Line](#)

[Subtraction: 3-Digit with Place Value Model](#)

[Subtraction: 3-Digit Across Zeros](#)

[Subtraction Using Expanded Form](#)

KEY VOCABULARY

Add	Identity Property	Standard algorithm	Minutes
Addend	Invented strategies	Subtract	Standard unit
Addition	Inverse operation	Subtraction	
Associative Property	Minuend	Subtrahend	
Commutative Property	Missing Addend	Sum	
Difference	More	Tens	
Digit	Multiples of 10 and 100	Thousands	
Estimate	Number line	Minuend	
Equal	Ones	Elapsed time	
Flexible methods of computation	Operation		
Hundreds	Place value		

$$\begin{array}{r}
 248 + 345 = \\
 500 + 80 + 13 \\
 500 + 80 = 580 \\
 580 + 13 = 593
 \end{array}$$

$$\begin{array}{r}
 248 \\
 + 345 \\
 \hline
 500 \\
 80 \\
 \hline
 13 \\
 \hline
 593
 \end{array}$$

Here, two students used the *partial sums* strategy, and recorded their thinking in two different ways. Breaking apart the numbers helps make it easier to compute.

Third graders can also use the strategy *adding up in chunks*.

$$\begin{array}{l}
 216 + 149 = \\
 216 + (100 + 40 + 4 + 5) \\
 216 + 100 = 316 \\
 316 + 40 = 356 \\
 356 + 4 = 360 \\
 360 + 5 = 365
 \end{array}$$

One number is kept whole and the second number is broken into easy-to-use chunks.

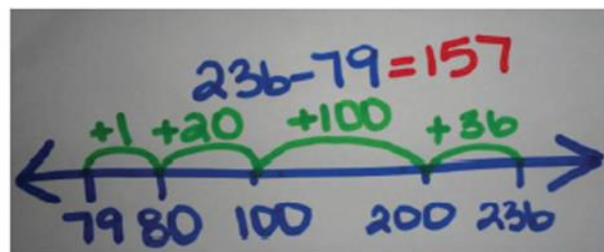
Students choose to use friendly numbers to make it easier when doing mental computation.

Students may solve a subtraction problem by *keeping a constant difference*.

$$\begin{array}{l}
 236 - 79 = \\
 (236 + 1) - (79 + 1) = \\
 237 - 80 = 157
 \end{array}$$

By adding 1 to 236 and making 237, as well as adding 1 to 79 to make 80 (*keeping the difference constant*) this student makes it easier to subtract.

$$236 - 79 =$$



$$1 + 20 + 100 + 36 = 157$$

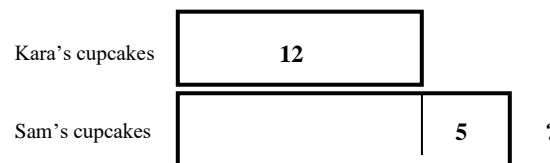
This third grader used an *open number line* and added up in chunks starting at 79 and counting up to 236 in order to subtract. Students are encouraged to use this strategy in a way that makes sense to them.

$$\begin{array}{l}
 -3 \quad +3 \\
 326 + 247 = \\
 323 + 250 = 573
 \end{array}$$

This example shows how a student could use *compensation* to solve an addition problem.

Bar Models

Sam has 5 more cupcakes than Kara. Kara has 12 cupcakes. How many cupcakes does Sam have?



This example shows how a student might use a bar model to represent a word problem.