

Grade 3 Module 2

Tips for Families

Key Concepts Overview

Focus TEKS: **3.2A, 3.2B, 3.2C, 3.2D, 3.4A, 3.4B, 3.5A, 3.7C, 3.7D, 3.7E**

The focus of Module 2 is exploring measurement of time, weight, and liquid volume, and extending place value understanding to numbers up to 100,000. Your student will:

- ☐ Solve word problems involving addition and subtraction of time **intervals**.
- ☐ Measure weight by using **pounds** and **ounces** and measure **liquid volume** by using **gallons, quarts, pints, cups, fluid ounces, liters, and milliliters**.
- ☐ Solve word problems involving weight, liquid volume, and capacity.
- ☐ Represent numbers up to 100,000 on a place value chart.
- ☐ Write numbers in unit form, standard form, expanded form, expanded notation, and word form.
- ☐ Compare numbers using $<$, $>$, or $=$.
- ☐ Order whole numbers using place value and number lines.
- ☐ **Round** numbers to the nearest ten and hundred using a vertical number line.
- ☐ Estimate sums and differences by rounding or by using **compatible numbers**.
- ☐ Add and subtract two- and three-digit numbers using the **standard algorithm**.
- ☐ Solve one- and two-step word problems involving addition and subtraction.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

- Record the time your student starts an activity as they go through their day, such as practicing an instrument or reading. Tell him how many minutes the activity should last. Ask him to figure out what time it will be when the activity is complete.
- At the store, ask your student to use the food scale in the produce section. Have her guess the weight (in pounds or ounces) before she puts an item on the scale.
- Support your student as he draws and labels a place value chart (up to hundred thousands). Ask him to say a large number (up to 100,000) and represent the number on the place value chart using cereal pieces for disks. Challenge each other to say the name of the number that was created, using the number forms previously listed.
- Use a deck of cards (without the 10's or face cards) to practice addition and subtraction. Have your student turn over two or three cards to create a two- or three-digit number, and then have her turn over two or three more cards to create another number. Ask her to find the sum or the difference of the two numbers. Be sure to subtract the smaller number from the larger number.



Terms

Capacity (*Capacidad*): the amount of liquid that a container can hold



Compatible numbers (*Números compatibles*): numbers that make calculations more efficient when estimating solutions; compatible numbers are not necessarily the same numbers that are obtained by rounding

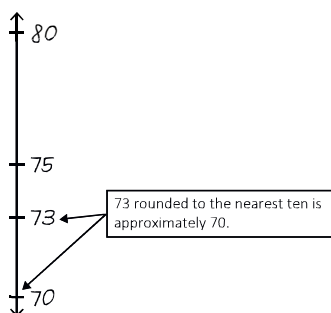
Compatible numbers

$$106 + 27 \approx 100 + 30$$

Expanded notation: an equation that is a sum of multiplication expressions, each representing the value of one digit as the product of that digit and a place value unit

Standard Notation	Expanded Notation
8,907	$(8 \times 1,000) + (9 \times 100) + (7 \times 1) = 8,907$

Round (*Redondear*): to approximate the value of a given number



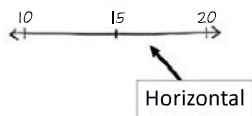
Standard algorithm (*Algoritmo estandar*): a systematic process for adding or subtracting numbers; in a standard algorithm, like units are added or subtracted one place value at a time

$$\begin{array}{r}
 \begin{array}{c} 3 13 \\ 403 \end{array} L \\
 - 185 L \\
 \hline
 218 L
 \end{array}$$

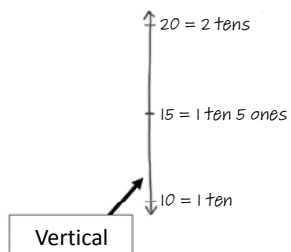


Models

Horizontal Number Line



Vertical Number Line



Place Value Chart

hundred thousands	ten thousands	thousands	hundreds	tens	ones