



Elementary Mathematics Grade 3rd

2nd 6 Weeks - Subtracting Whole Numbers to Solve Problems; Multiplication Meanings; Multiplication Fact Strategies: Use Patterns; Multiplication Fact Strategies: Use Known Facts; Multiplication Patterns and Number Sense

TEKS	Essential Understanding	Vocabulary	Resources	Manipulatives
<p>3.3 The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: (A) model addition and subtraction using pictures, words, and numbers; and (B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</p> <p>3.4 The student recognizes and solves problems in multiplication and division situations. The student is expected to: (A) learn and apply multiplication facts through 12 by 12 using concrete models and objects; (B) solve and record multiplication problems (up to two digits times one digit)</p> <p>3.5 The student estimates to determine reasonable results. The student is expected to: (A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and (B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.</p> <p>3.6 The student uses patterns to solve problems. The student is expected to: (B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology.</p>	<p>Place-value relationships can help simplify subtracting across zero.</p> <p>Repeated addition involves joining equal groups and is one way to think about multiplication.</p> <p>An array involves joining equal groups and is one way to think about multiplication.</p> <p>There are patterns in the products for multiplication facts.</p> <p>Three or more numbers can be grouped and multiplied in any order.</p> <p>Making an array with place-value blocks provides a way to visualize and find products.</p> <p>There is an expanded algorithm and a standard multiplication algorithm.</p>	<p>multiplication factors product array</p> <p>Commutative (Order) Property of Multiplication</p> <p>twice multiples</p> <p>Identity (One) of Multiplication</p> <p>Zero Property of Multiplication</p> <p>Associative (Grouping) Property of Multiplication</p> <p>partial products</p>	<p><u>Joint Usage</u></p> <p><u>enVision Math</u> Topic 5: Subtracting Whole Numbers to Solve Problems</p> <p><u>Investigations</u> Unit 1: Trading Stickers, Combining Coins Unit 3: Collections and travel Stories Unit 8: How Many Hundreds? How Many Miles? -----</p> <p><u>enVision Math</u> Topic 6: Multiplication Meanings</p> <p><u>Investigations</u> Unit 5: Equal Groups -----</p> <p><u>enVision Math</u> Topic 7: Multiplication Fact Strategies: Use Patterns</p> <p><u>Investigations</u> Unit 5: Equal Groups -----</p> <p><u>enVision Math</u> Topic 8: Multiplication Fact Strategies: Use Known Facts</p> <p><u>Investigations</u> Unit 5: Equal Groups -----</p> <p><u>enVision Math</u> Topic 9: Multiplication Patterns and Number Sense</p> <p><u>Investigations</u> Unit 5: Equal Groups</p>	<p>place-value blocks counters color tiles 1-9 number cards</p>

On-Going Practices/TEKS 3.14 A/B/C/D, 3.15A/B, 3.16A/B

3rd graders must be able to solve problems of everyday situations; explain and record observations; make generalizations and justify answers.