



Marietta City Schools District Topic Planner

Third Grade

Topic Title	<i>Topic 8: Use Strategies and Properties to Add and Subtract</i>	Unit duration	<i>12 days</i>
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Big Idea: Numbers Base Ten - Addition and Subtraction

[Georgia Standards of Excellence](#)

- **3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- **3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **MGSE3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

■ Major work of the grade □ Supporting standard ● Additional standard

Informational Links

[GSE Unit 1 Frameworks: Numbers and Operations in Base Ten](#)
[MCS Math Instructional Framework](#)
[MCS Math Instructional Framework with Resource Guidance](#)

About the Math

[GaDOE: Grade 3 Standards Overview Document](#)
[GaDOE: What Do Standards Look Like in Third Grade?](#)

Topic 8: Learning Resources

3.NBT.1, 3.NBT.2, 3.OA.9			
Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 8-1	Addition Properties Savvas pp. 289-292	Students solve real world problems using properties of addition.	3.NBT.2
Savvas 8-2	Algebra: Addition Patterns Savvas pp. 289-292	Students identify patterns in the addition table and explain them using algebraic thinking.	3.NBT.2 3.OA.9
Supplemental 8-2	Intervention Activity Addition Patterns Savvas pp.296A	Students will use properties of addition to find patterns with the addition table.	3.NBT.2 3.OA.9
Savvas 8-3	Mental Math: Addition Savvas pp. 294-296	Students use mental math to add.	3.NBT.2
Savvas 8-4	Mental Math: Subtraction Savvas pp. 301-304	Students use mental math to subtract.	3.NBT.2
Savvas 8-5	Round Whole Numbers Savvas pp. 305-308	Students use place value and a number line to round.	3.NBT.1
Supplemental 8-5	Discovering the Rule for Rounding to the Nearest Hundred MIP Module 5 pp. 141-142	Students round numbers to the nearest hundred with number lines and then observe to find a rule for rounding numbers without using models.	3.NBT.1
Savvas 8-6	Estimate Sums Savvas pp. 309-312	Students use rounding or compatible numbers to estimate a sum.	3.NBT.1 3.NBT.2
Savvas 8-7	Estimate Differences Savvas pp. 313-316	Students use rounding or compatible numbers to estimate a difference.	3.NBT.2
Supplemental 8-7	Discovering the Rule for Rounding to the Nearest Hundred MIP Module 5	Students round numbers to the nearest hundred with number lines and then observe to find a rule for rounding numbers without using models.	3.NBT.1

	pp. 141-142		
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Additional Resources		
3.NBT.1, 3.NBT.2, 3.OA.9		
Standards Addressed	Lesson	Lesson Description
3.NBT.1	Island Hop GaDOE Constructing Task	Students build understanding of rounding using a number line.
3.NBT.2	Piggy Bank GaDOE 3 Act Task	Students will view a video and tell what they noticed. Next, they will be asked to discuss what they wonder about or are curious about. Students will then use mathematics to answer their own questions.

Assessment Resources			
3.NBT.1, 3.NBT.2, 3.OA.9			
Type	Location	Assessment Description	Standards Addressed
Formative	MCS Mini	Students solve multiple choice addition, subtraction, and rounding problems.	3.NBT.1 3.NBT.2
Formative	MCS Mini	Students solve problems using patterns.	3.OA.9
Formative	MIP Module 6 p. 168	Students add using any strategy.	3.NBT.2
Formative	MIP Module 7 p. 188-189	Students subtract using any strategy.	3.NBT.2
Summative	Savvas Topic Assessment TE pp. 327-328	Students will use mental math and estimation to add and subtract. Digital or print form available through Savvas platform. Use MDIS to support student needs through data.	3.NBT.1 3.NBT.2 3.OA.9
Summative	Savvas Topic Performance Task TE pp. 331-332	Students will use a real-life scenario involving planning a vacation to round and solve problems .	3.NBT.1 3.NBT.2 3.OA.9