

Grade 3	Lesson: 3.4 Adding 3 or More Numbers	Reference to English
Math Standard(s): 3.NBT.2 also 3.OA.8		Domain: Number and Operations in Base Ten
Content objective(s):		Language Objective(s):
Students will add 3 or more 2-and/or 3-digit numbers using paper-and-pencil methods and use addition to solve problems. <i>I can add 3 or more 2-and/or 3-digit numbers using paper-and-pencil methods and use addition to solve problems.</i>		Students will tell their partner a 3 number addition sentence. <i>I can tell my partner a 3 number addition sentence.</i>
Essential Understanding: Three or more whole numbers can be added in any order.		Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none">Teacher tool 34Whiteboards, erasers, markers.Guided Practice (page 74)		Additional Lesson Vocabulary: Regroup, estimate, draw, write,
Lesson:		Instructional Time: 30 – 35 minutes
<p>Opening: (2 minutes) T: “You already know how to add 2- and 3-digit numbers. Today you will learn how to add more than two numbers in a single problem.” T: “What are some examples of situations in which you might want to add three numbers to find a sum.” S: will respond.</p> <p>Introduction to New Material (Direct Instruction): (8 minutes) <ul style="list-style-type: none">Pass out whiteboards, erasers and markers. T: “Let me tell you a story that adds more than two numbers. The pet store has 162 goldfish, 124 angel fish and 53 puffer fish. How many fish are there in all? Let’s write the information we know on our boards.” S: will write 162 plus 124 plus 53 on their boards. T: “You wrote 162 plus 124 plus 53 on your boards. Will estimating help you solve the problem?” S: will respond and explain their thinking. T: “Please estimate sum on your boards.” S: will estimate the sum on their boards. T: “What did you round 162 to?” S: will respond, “I rounded 162 to 200.” (Answers may vary) T: “Good, what did you round 124 to?” S: will respond, “I rounded 124 to 100.” (Answers may vary) T: “Lastly, what did you round 53 to?” S: will respond, “I rounded 53 to 50.” (Answers may vary) T: “Now, let’s add those numbers together. Write the answer on your whiteboard and tell your neighbor.” S: will add $200 + 100 + 50 = 350$, and tell their neighbor “350.” T: “Now I would like you to draw place-value blocks to represent each number and find the sum.” S: will draw place-value blocks to represent each of the 3 numbers and then find the sum. T: “Show me your boards.</p> <p>Guided Practice: (8 minutes) <u>Use the modeling cycle:</u> Teacher Does: T: “Now I am going to separate you into pairs. You and your partner need to find the sum of 246 plus 182 plus 84. Please show regrouping with pictures and with numbers.” T: “Don’t forget to tell your partner what you are adding and how many hundreds, tens and ones you have.”</p> <p>All Students Do: <ul style="list-style-type: none">Teacher will separate the students into pairs. S: will work in partners to solve the addition problem.</p>		

T: "10,9,8,7,6,5,4,3,2,1. Time is up! Show me your boards."

S: will show the teacher their boards.

T: "Looks like every one got it right!! 246 plus 182 plus 84 equals 512."

- If the students did not get the correct answer or seem to be struggling, please go over the process of solving the addition problem as a whole class – same as you did in direct instruction.

Independent Practice: (6 minutes)

T: "Now it is your turn to do some problems on your own. Please return to your desk and pull out your books to page 74."

S: will return to their desk and pull out their books.

T: "Today I want you to solve problems 2, 3, 6, and 13. You have 5 minutes."

- Write 2, 3, 6, and 13 on the board.
- Walk around the room helping students as needed.

T: "Time is up. Please turn in your papers and sit on the carpet."

S: will turn in their papers and sit on the carpet.

Closing: (7 minutes)

- Pass out whiteboards, erasers, and markers.
- As you go over this problem write all the steps on the boards with the students.

T: "Let's do one more problem together. Let's add 125 plus 36 plus 124 plus 239."

T: "What do we do first?"

S: will respond, "add the ones."

T: "OK, please add the ones on your whiteboard."

S: will add the ones.

T: "Please show me your boards. What is 5 plus 6 plus 4 plus 9? Tell your neighbor."

S: will tell their neighbor 5 plus 6 plus 4 plus 9 equals 24."

T: "How many ones are there?"

S: will respond, "there are 24 ones."

T: "Good, how many tens are there? Draw them on your board and solve."

S: will write and draw $2 + 3 + 2 + 3 = 10$ on their boards.

T: "Show me your boards and tell your neighbor how many tens there are."

S: will turn to their neighbor and say, "there are 10 tens."

T: "How many tens are there?"

S: will say, "there are 10 tens."

T: "What do we do next?"

S: will say, "add the hundreds."

T: "Add the hundreds on your board."

S: will add $1 + 1 + 2 = 4$ on their boards.

T: "Please show me your boards."

S: will show the teacher their boards.

T: "How many hundreds are there?"

S: will respond, "there are 4 hundreds."

T: "Now what do we do?"

S: will respond, "we need to regroup the ones."

T: "How many ones are there?"

S: will respond, "there are 24 ones."

T: "How many tens can we make out of 24 ones? Tell your neighbor."

S: will turn to their neighbor and say, "we can make 2 tens."

T: "Show me with your fingers how many tens we can make from 24 ones."

S: will show 2 fingers.

T: "Correct. Let's add two tens to the 10 tens we already have. Now how many tens do we have?"

S: will say, "there are 12 tens."

T: "What do we need to do if we have 12 tens?"

S: will respond, "we need to regroup the tens."

T: "Awesome! How many hundreds can we make from 12 tens? Show me with your fingers."

S: will show 2 fingers.

T: "So, now we have 6 hundreds, 2 tens and 4 ones. Please tell your neighbor the addition sentence."

S: will turn to their neighbor and tell them "125 plus 36 plus 124 plus 239 equals 524."

T: "Let's say it together. 125 plus 36 plus 124 plus 239 equals 524."

Assessment:
Guided Practice

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