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# Teacher Notes

Each year as I teach and learn from my students and professional development, I reflect and refine my instructional strategies and lessons. This updated version of my addition and subtraction unit reflects many of these changes. This updated unit now centers primarily on addition and subtraction strategies and types of word problems. I absolutely recognize that these changes may not be for everyone, so I have left the original addition and subtraction unit in the folder, as well as the updated version. Please choose whichever version you feel will best meet your students' needs, and you are definitely able to pick and choose lessons from both files! The paragraphs below explain some of the updates and how I implement the strategies in my math class.

## Addition and Subtraction Strategies

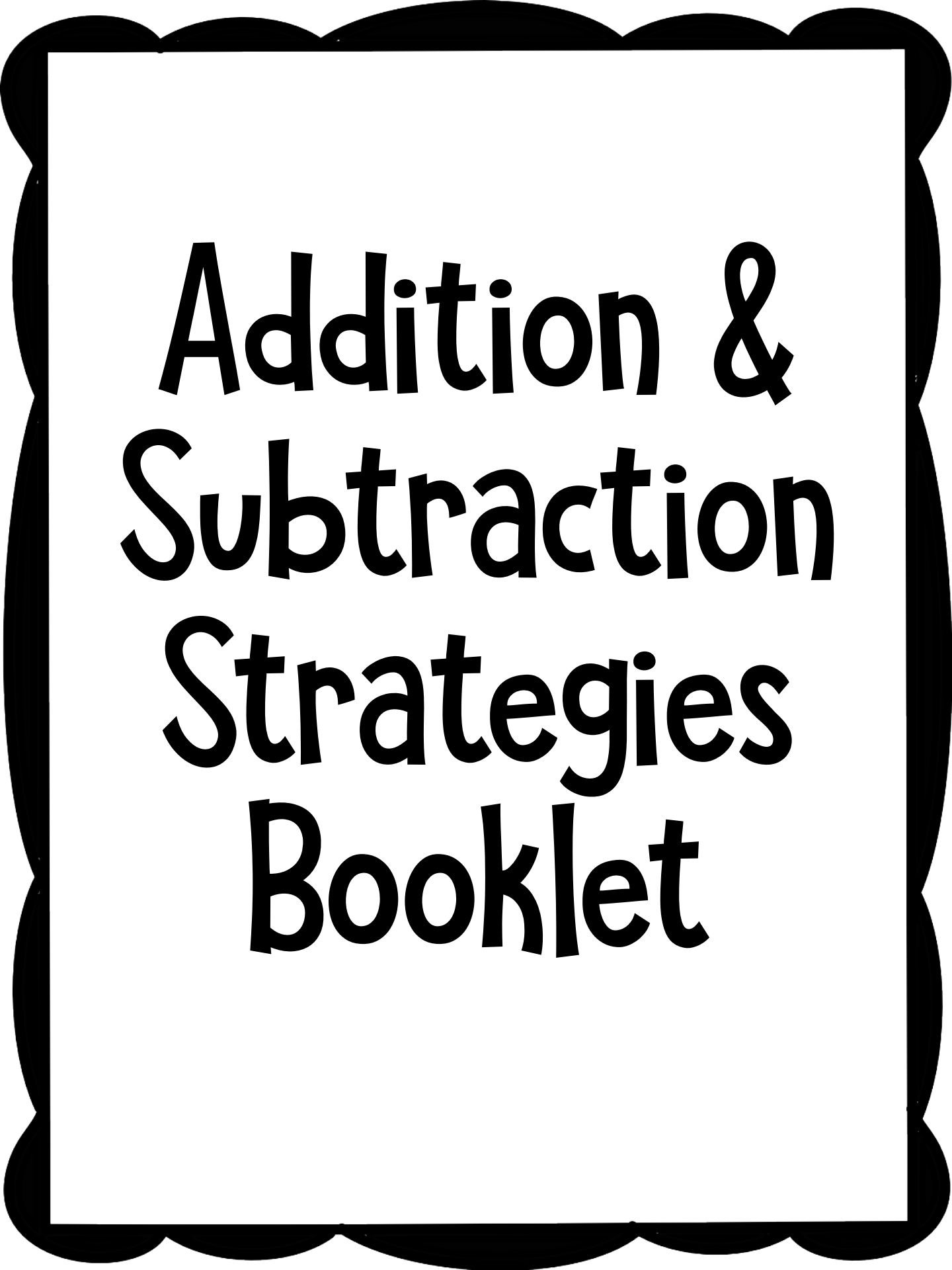
I use these lessons to teach my students various addition and subtraction strategies. I do not expect students to master each of these strategies by the end of the unit. However, these lessons will expose students to each of the strategies, and students will be able to apply and practice the strategies throughout the remainder of the year.

## Addition and Subtraction Word Problems

A major emphasis of the unit is addition and subtraction word problems. I strongly emphasize types of word problems: joining problems, comparing problems, removing problems, etc. Students also solve problems where the result is unknown, change is unknown, and start is unknown.

# Daily Lesson Plans

Lesson I: Friendly Numbers	Materials: <ul style="list-style-type: none"><li>Individual dry erase boards and markers (optional)</li><li>Addition and Subtraction Strategies Booklet (included as separate file)</li></ul>
Standard: 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.	
Mini-lesson  Sometimes an addition problem can be made easier by changing one of the numbers to a “friendly” or “landmark number”. Friendly numbers are numbers that end in 0. They are called friendly because once the rule for adding 0 is understood, that understanding can be extended to larger numbers that end in 0. Landmark numbers are similar to friendly numbers.  Show students how to add 3-digit by 3-digit numbers using friendly numbers. Spend 10-15 minutes practicing together as a whole group. If possible, allow students to use dry erase boards or markers at their seat. If those are not available, have students use scrap paper. As students practice, monitor individual student progress. Take note of any student having a difficult time with accuracy or fluency with their addition or subtraction. Use this information to determine who you will meet with during work time.	
Work Time  Have students complete the Friendly Numbers page of their Addition and Subtraction Strategies Book. After students complete they page, they may work on any of the included games or skills practice pages. You may have the games set up as choices or station activities, or assign a particular game.	
Closing  Allow students to share their results with the class. Select students who have used good addition and subtraction strategies or students who you have met with and are able to articulate their learning process for the activity.	
Essential Questions <ul style="list-style-type: none"><li>What strategies can I use to help me add and subtract larger numbers?</li><li>How do I know when I should add or subtract?</li></ul>	Formative Assessment <ul style="list-style-type: none"><li>Monitor students during the mini lesson.</li><li>Meet with small groups of students who had difficulty during the mini lesson. Keep notes of student progress during work time.</li></ul>



# **Addition & Subtraction Strategies Booklet**

# Addition & Subtraction Strategies

SCHOOL BUS

By: \_\_\_\_\_

## Addition Friendly Numbers

$89+28=$

$29+33=$

$99+51=$

$28+49=$

$126+195=$

## Subtraction Algorithm

$51-26=$

$95-28=$

$200-93=$

$349-59=$

$101-68=$

$300-147=$

## Addition Friendly Numbers

$89+28=$

$29+33=$

$99+51=$

$28+49=$

$126+195=$

$154+129=$

## Subtraction Algorithm

$51-26=$

$95-28=$

## Subtraction Keeping a Constant Difference

$101-50=$

$300-151=$

$134-119=$

$259-127=$

$698-115=$

$151-126=$

## Addition Doubles/Near Doubles

$35+36=$

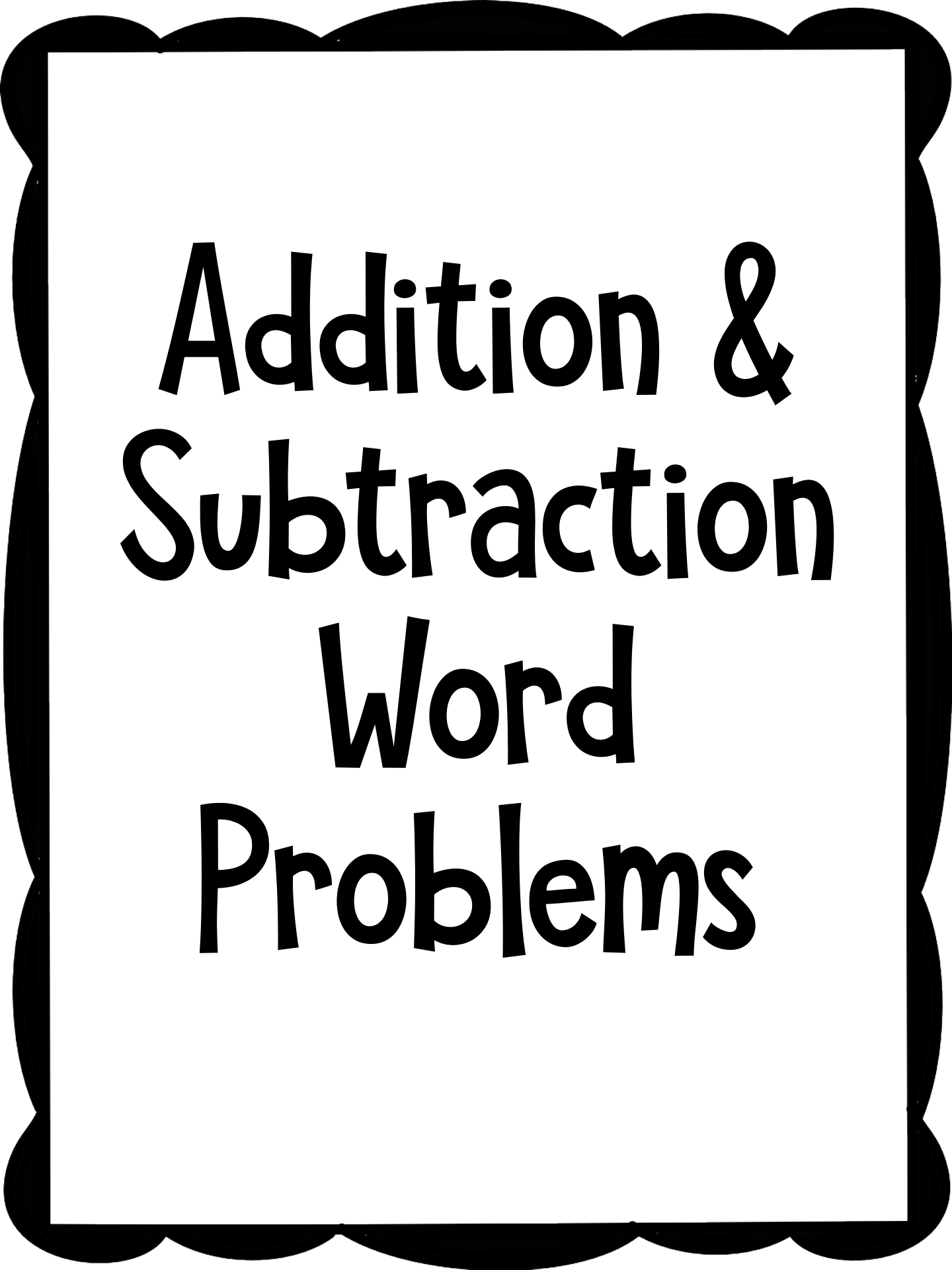
$19+18=$

$49+52=$

$498+497=$

$398+399=$

$249+248=$



# **Addition & Subtraction Word Problems**

# Addition & Subtraction Word Problems



## Joining Problems Results Unknown

There were 15 boys playing outside. Then, 12 more boys came to join them. How many total boys are playing outside now?

Write your own joining problem-results unknown word problem.

## Comparing Problems Smaller/Bigger Unknown

Mark has eight more rocks than Jen. Mark has 27 rocks. How many rocks does Jen have?

Write your own comparing problem-smaller/bigger unknown word problem.

## Comparing Problems Difference Unknown

Mark collected 18 rocks. Jen collected 7 rocks. How many more rocks did Mark collect than Jen?

Write your own comparing problem-difference unknown word problem.

## Joining Problems Change Unknown

There were 17 boys playing outside. Some more boys came to join them. Now there are 24 boys playing outside. How many boys joined the fun?

## Joining Problems Start Unknown

Some boys were playing outside. Then 12 more boys came to join them. Now there are 21 boys playing outside. How many boys were first outside?

Write your own joining problem-start unknown word problem.

## Parts & Wholes Addend Unknown

I have 15 red marbles and some blue marbles. There are 28 total marbles. How many blue marbles do I have?

Write your own parts & wholes addend unknown word problem.



# Practice Worksheets

