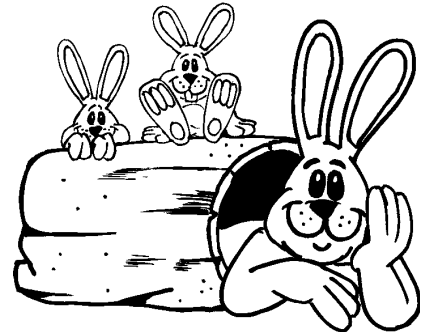


Week 17 - 3 digit addition with re-grouping, rounding numbers to the nearest 10, multiplication x 9, measurement, kilometers

Day 1 - 3 digit addition

Oral Review - Count by 3's to 30, 4's to 40, 6's to 60, 7's to 70 and 8's to 80. Make several multiplication groupings. Discuss addition and subtraction to 18 strategies. Tell time and write it in digital form. What strategy do we use to count money? Review addition and subtraction with re-grouping. Discuss place value to 100,000. Estimate litres and millilitres.



Vocabulary Word - Rounding numbers: rounded numbers are only approximate. Use rounding to get a answer that is close but that does not have to be exact.

Daily Problem - *How many students are in each class in your school? How many students in all? How could you find out?*

Lesson - Review the strategies for addition of 2 digit numbers.

Write the following questions on the chalkboard:

$$\begin{array}{r} 568 \\ +375 \\ \hline \end{array} \quad \begin{array}{r} 376 \\ +543 \\ \hline \end{array} \quad \begin{array}{r} 716 \\ +278 \\ \hline \end{array}$$

Separate some numbers:

$$\begin{array}{r} 100 \quad 10 \\ 568 = 500 + 60 + 8 \\ +375 = 300 + 70 + 5 \\ \hline 900 + 40 + 3 = 943 \end{array}$$

Put the students in pairs and write a 3 digit addition question on the chalkboard. One student works through the problem, saying aloud what he/she is doing and discussing the meaning. Make sure they understand that when they add to make 14 (as in the example) in the tens column it really means 140.

$$\begin{array}{r} 1 \ 1 \\ 475 \\ +367 \\ \hline 842 \end{array}$$

Then the other student takes a turn. They watch and check one another.

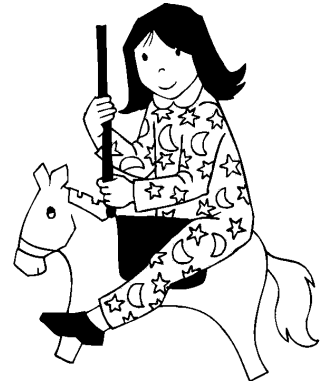
Practice - 17.1 - 3 digit addition with re-grouping, multiplication to x 8.

Closure - Answer the daily problem now or at the end of the school day. Review 3 digit addition.

Week 17, Day 2

3 digit addition, rounding to the nearest 10

Oral Review - Count by 3's to 30, 4's to 40, 6's to 60, 7's to 70 and 8's to 80. Make several multiplication groupings. Discuss addition and subtraction to 18 strategies. Tell time and write it in digital form. What strategy do we use to count money? Review addition and subtraction with re-grouping. Discuss place value to 100,000. Estimate litres and millilitres.



Vocabulary Word - Rounding numbers: rounded numbers are only approximate. Use rounding to get an answer that is close but that does not have to be exact.

Daily Problem - *Katie went to a movie. The movie began at 2:15 and ended at 4:40. How long did the movie last?*

Lesson - Review addition of 3 digit numbers, stressing understanding of the procedures. Do a variety of questions where the re-grouping is in both the ones and tens row, just the ones or just the tens.

Rounded numbers: To round to the nearest 10, make the numbers that end in 1 through 4 into the next lower number that ends in 0. For example 54 rounded to the nearest ten would be 50. Numbers that end in a digit of 5 or more should be rounded up to the next even ten. The number 58 rounded to the nearest ten would be 60. (5 could be either ten, but is usually rounded up - 75 is usually rounded to 80.)

Practice rounding numbers to the nearest 10. If some students have problems with this, make a number line to 100. Make the multiples of 10 in red. Then give a number to round, and put the finger on the number. What ten number is closest? Sometimes we go forward and sometimes back.

What happens when we round larger numbers to the nearest ten? Round 457 to the nearest ten..... we simply consider only the tens number and round it to 460. Do a number of larger numbers.

Practice - 17.2 - 3 digit addition with re-grouping, rounding to the nearest 10, multiplication.

Closure - Answer the daily problem now or at the end of the school day. Review 3 digit addition.

Week 17, Day 3

patterns of 9, multiplication x 9

Oral Review - Count by 3's to 30, 4's to 40, 6's to 60, 7's to 70 and 8's to 80. Make several multiplication groupings. Discuss addition and subtraction to 18 strategies. Tell time and write it in digital form. What strategy do we use to count money? Review addition and subtraction with re-grouping. Discuss place value to 100,000. Estimate litres and millilitres. Round to the nearest 10.



Vocabulary Word - Rounding numbers: rounded numbers are only approximate. Use rounding to get an answer that is close but that does not have to be exact.

Daily Problem - Have every student take a slip of paper and write a number that is less than 1000. Cover the number with highlighter so it cannot be changed. These numbers are secret unless the students are asked. Have the students choose groups of 4. Add the 4 numbers together. Which group has the largest number? The smallest? Change groups several times.

Lesson - Review the procedures for addition of 3 digit numbers.

Review rounding to the nearest 10, with and without a number in the hundreds place.

Give the students the pattern sheet to 100. Colour every 9th square - count by 9's. What is the pattern? Explain it. How can this help us count by 9's? Count by 9's to 90 on the back of the paper.

There is a 'trick' to the 9 times table. Write the table on the chalkboard and see if the students can tell you what the trick is.

$$\begin{aligned}0 \times 9 &= 9 \\1 \times 9 &= 18 \\2 \times 9 &= 27 \quad \text{etc.}\end{aligned}$$

What questions are new? Review reverse operations, and understand that the students have had every question up to 9×9 - there is only one new one. Go through all the questions and discuss whether they are easier doing them $\times 9$ or reversing them.

Give out the flash card sheet for the 9's. Cut it apart. Put the students into pairs and practice the multiplication questions.

Practice - 17.3 - Multiply, add and round numbers.

Closure - Answer the daily problem now or at the end of the school day. Briefly review the 9 times table.

Week 17, Day 4

Rounding numbers to the nearest 10, measurement, kilometres

Oral Review - Count by 3's to 30, 4's to 40, 6's to 60, 7's to 70, 8's to 80 and 9's to 90. Make several multiplication groupings. Discuss addition and subtraction to 18 strategies. Tell time and write it in digital form. What strategy do we use to count money? Review addition and subtraction with re-grouping. Discuss place value to 100,000. Estimate litres and millilitres.



Vocabulary Word - Rounding numbers: rounded numbers are only approximate. Use rounding to get an answer that is close but that does not have to be exact.

Daily Problem - Mom bought four tires for the car. Each tire cost \$95.49. How much did the tires cost?

Lesson - Review rounding numbers to the nearest 10. Do it with 2 digit numbers (84, 89, 65, etc.) and 3 digit numbers. Round 248 to 250, and 491 to 490, etc. Then do some larger numbers, too. Round 56,328 to the nearest 10..... 56,330 , etc.

Review the metre, the centimetre and the millimetre. Have the students estimate these with their hands. Check on a ruler to see how accurate they are. Have the students estimate the length of a book, the height of a window, the width of the pencil eraser and check to see how close the estimates are. Do the students have clues to help them make estimates that are close? It could be that 1 centimetre is the width of a finger, that 10 centimetres is the length of a hand, a metre is the width of hands outstretched, etc.

What do we use when we want to measure longer distances? Discuss the kilometre. 'Kilo' means 'thousand'. Talk about the number of km. to a nearby town, to the lake or sea, etc. If it is possible, walk 1 km. down the street or around the playground several times. If you have a pedometer it will help to measure the distance, or measure your stride and count 1000 steps and have the students count with you.

Discuss kilometres and the distance. Have the students either watch the speedometer in the car as they go to the store or on other errands or have the driver tell them, and report what they learned. Look at road maps and find the kilometre distances to familiar places.

Practice - 17.4 - Estimate distances, multiply and add.

Closure - Answer the daily problem now or at the end of the school day. Review the units of measure.

Week 17, Day 5

3 digit addition with re-grouping, rounding numbers to the nearest 10, multiplication $\times 9$, measurement, kilometers

Oral Review - Count by 3's to 30, 4's to 40, 6's to 60, 7's to 70, 8's to 80 and 9's to 90. Make several multiplication groupings. Discuss addition and subtraction to 18 strategies. Tell time and write it in digital form. What strategy do we use to count money? Review addition and subtraction with re-grouping. Discuss place value to 100,000. Estimate litres and millilitres and the units of measurement.



Vocabulary Word - Rounding numbers: rounded numbers are only approximate. Use rounding to get a answer that is close but that does not have to be exact.

Daily Problem - *What is the perimeter of the classroom window?*

Speed Sheet #17 - Do Speed Sheet 17. Give the students two minutes (as described in the introduction). Then they circle the last question finished and then complete the sheet. Score as described in the introduction. (Put the results on the week's graph.)

Review #17 - Give the students time for most to complete the sheet. Mark and score.

- 12 points for addition - 1 point each.
- 6 points for subtraction - 1 point each.
- 14 points for the multiplication - 1/2 point each
- 8 points for rounding to the next 10 - 1 point each
- 8 points for estimation (take reasonable estimates) - 2 points each

Total = 48 points (2 free marks) $\times 2$ for percent score

Notes:

17.1 Addition

Name _____

$$\begin{array}{r} 778 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 555 \\ +679 \\ \hline \end{array}$$

$$\begin{array}{r} 328 \\ +106 \\ \hline \end{array}$$

$$\begin{array}{r} 373 \\ +572 \\ \hline \end{array}$$

$$\begin{array}{r} 539 \\ +191 \\ \hline \end{array}$$

$$\begin{array}{r} 629 \\ +428 \\ \hline \end{array}$$

$$\begin{array}{r} 437 \\ +306 \\ \hline \end{array}$$

$$\begin{array}{r} 489 \\ +476 \\ \hline \end{array}$$

$$\begin{array}{r} 483 \\ +367 \\ \hline \end{array}$$

$$\begin{array}{r} 782 \\ +173 \\ \hline \end{array}$$

$$\begin{array}{r} 528 \\ +547 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ +593 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ +835 \\ \hline \end{array}$$

$$\begin{array}{r} 837 \\ +450 \\ \hline \end{array}$$

$$\begin{array}{r} 623 \\ +545 \\ \hline \end{array}$$

0, 8, _____, _____, _____, _____, _____, _____, _____, _____, _____

0, 6, _____, _____, _____, _____, _____, _____, _____, _____, _____

0, 7, _____, _____, _____, _____, _____, _____, _____, _____, _____

0, 3, _____, _____, _____, _____, _____, _____, _____, _____, _____

0, 4, _____, _____, _____, _____, _____, _____, _____, _____, _____

$7 \times 7 =$

$9 \times 8 =$

$8 \times 7 =$

$3 \times 8 =$

$1 \times 7 =$

$5 \times 8 =$

$1 \times 8 =$

$7 \times 8 =$

$0 \times 8 =$

$3 \times 7 =$

$4 \times 7 =$

$9 \times 7 =$

$2 \times 7 =$

$5 \times 7 =$

$0 \times 7 =$

$8 \times 8 =$

$6 \times 8 =$

$2 \times 8 =$

$4 \times 8 =$

$6 \times 7 =$

17.2 Addition, rounding

Name _____

$$\begin{array}{r} 628 \\ +557 \\ \hline \end{array}$$

$$\begin{array}{r} 580 \\ +594 \\ \hline \end{array}$$

$$\begin{array}{r} 376 \\ +685 \\ \hline \end{array}$$

$$\begin{array}{r} 588 \\ +450 \\ \hline \end{array}$$

$$\begin{array}{r} 853 \\ +486 \\ \hline \end{array}$$

$$\begin{array}{r} 559 \\ +424 \\ \hline \end{array}$$

$$\begin{array}{r} 647 \\ +303 \\ \hline \end{array}$$

$$\begin{array}{r} 169 \\ +677 \\ \hline \end{array}$$

$$\begin{array}{r} 887 \\ +365 \\ \hline \end{array}$$

$$\begin{array}{r} 770 \\ +678 \\ \hline \end{array}$$

$$\begin{array}{r} 567 \\ +527 \\ \hline \end{array}$$

$$\begin{array}{r} 855 \\ +676 \\ \hline \end{array}$$

$$\begin{array}{r} 305 \\ +606 \\ \hline \end{array}$$

$$\begin{array}{r} 168 \\ +371 \\ \hline \end{array}$$

$$\begin{array}{r} 759 \\ +341 \\ \hline \end{array}$$

Round to the nearest 10

$42 \quad \underline{\hspace{1cm}}$

$35 \quad \underline{\hspace{1cm}}$

$12 \quad \underline{\hspace{1cm}}$

$79 \quad \underline{\hspace{1cm}}$

$23 \quad \underline{\hspace{1cm}}$

$54 \quad \underline{\hspace{1cm}}$

$85 \quad \underline{\hspace{1cm}}$

$63 \quad \underline{\hspace{1cm}}$

$47 \quad \underline{\hspace{1cm}}$

$97 \quad \underline{\hspace{1cm}}$

$31 \quad \underline{\hspace{1cm}}$

$26 \quad \underline{\hspace{1cm}}$

$16 \quad \underline{\hspace{1cm}}$

$55 \quad \underline{\hspace{1cm}}$

$75 \quad \underline{\hspace{1cm}}$

 $1 \times 8 =$

$1 \times 7 =$

$5 \times 8 =$

$7 \times 8 =$

$8 \times 7 =$

$7 \times 7 =$

$9 \times 8 =$

$3 \times 8 =$

$4 \times 8 =$

$6 \times 8 =$

$2 \times 8 =$

$6 \times 7 =$

$4 \times 7 =$

$0 \times 8 =$

$3 \times 7 =$

$9 \times 7 =$

$0 \times 7 =$

$2 \times 7 =$

$5 \times 7 =$

$8 \times 8 =$

$0 \times 9 =$

$1 \times 9 =$

$2 \times 9 =$

$3 \times 9 =$

$4 \times 9 =$

$5 \times 9 =$

$6 \times 9 =$

$7 \times 9 =$

$8 \times 9 =$

$9 \times 9 =$

$9 \times 0 =$

$9 \times 1 =$

$9 \times 2 =$

$9 \times 3 =$

$9 \times 4 =$

$9 \times 5 =$

$9 \times 6 =$

$9 \times 7 =$

$9 \times 8 =$

17.3 Addition, estimation

Name _____

$8 \times 9 =$

$5 \times 9 =$

$7 \times 4 =$

$7 \times 7 =$

$5 \times 6 =$

$2 \times 9 =$

$7 \times 6 =$

$1 \times 9 =$

$9 \times 6 =$

$7 \times 5 =$

$8 \times 4 =$

$8 \times 7 =$

$3 \times 9 =$

$6 \times 6 =$

$7 \times 3 =$

$9 \times 4 =$

$9 \times 9 =$

$0 \times 9 =$

$9 \times 7 =$

$4 \times 7 =$

$5 \times 7 =$

$7 \times 9 =$

$8 \times 6 =$

$6 \times 9 =$

$4 \times 9 =$

$9 \times 5 =$

$6 \times 7 =$

$9 \times 5 =$

$$\begin{array}{r} 629 \\ +128 \\ \hline \end{array}$$

$$\begin{array}{r} 437 \\ +306 \\ \hline \end{array}$$

$$\begin{array}{r} 489 \\ +476 \\ \hline \end{array}$$

$$\begin{array}{r} 483 \\ +367 \\ \hline \end{array}$$

$$\begin{array}{r} 782 \\ +173 \\ \hline \end{array}$$

$$\begin{array}{r} 528 \\ +547 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ +593 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ +835 \\ \hline \end{array}$$

$$\begin{array}{r} 837 \\ +450 \\ \hline \end{array}$$

$$\begin{array}{r} 623 \\ +545 \\ \hline \end{array}$$

Round to the nearest 10

52 _____

115 _____

792 _____

76 _____

343 _____

484 _____

65 _____

823 _____

747 _____

87 _____

781 _____

466 _____

46 _____

575 _____

635 _____

17.4 Measurement

Name _____

Estimate the distance to the nearest store. _____

Estimate the teacher's height. _____

Estimate the length of a spider. _____

Estimate the distance to your house. _____

Estimate the width of this paper. _____

 $6 \times 6 =$

$3 \times 9 =$

$9 \times 4 =$

$7 \times 3 =$

$5 \times 9 =$

$8 \times 9 =$

$7 \times 7 =$

$7 \times 4 =$

$2 \times 9 =$

$5 \times 6 =$

$1 \times 9 =$

$7 \times 6 =$

$7 \times 5 =$

$9 \times 6 =$

$8 \times 7 =$

$8 \times 4 =$

$9 \times 5 =$

$4 \times 9 =$

$9 \times 5 =$

$6 \times 7 =$

$0 \times 9 =$

$9 \times 9 =$

$4 \times 7 =$

$9 \times 7 =$

$7 \times 9 =$

$5 \times 7 =$

$6 \times 9 =$

$8 \times 6 =$

$$\begin{array}{r} 764 \\ +276 \\ \hline \end{array}$$

$$\begin{array}{r} 454 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 105 \\ +456 \\ \hline \end{array}$$

$$\begin{array}{r} 926 \\ +449 \\ \hline \end{array}$$

$$\begin{array}{r} 484 \\ +632 \\ \hline \end{array}$$

$$\begin{array}{r} 848 \\ +336 \\ \hline \end{array}$$

$$\begin{array}{r} 465 \\ +808 \\ \hline \end{array}$$

$$\begin{array}{r} 252 \\ +999 \\ \hline \end{array}$$

$$\begin{array}{r} 709 \\ +838 \\ \hline \end{array}$$

$$\begin{array}{r} 276 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 848 \\ +684 \\ \hline \end{array}$$

$$\begin{array}{r} 730 \\ +547 \\ \hline \end{array}$$

Speed Sheet #17

Name _____
My Number is # _____

_____ correct
_____ /minute

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$8 + 3 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$3 + 8 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

$8 + 5 = \underline{\quad}$

Review #17

Name _____

My Number is # _____

$$\begin{array}{r} 830 \\ +466 \\ \hline \end{array}$$

$$\begin{array}{r} 356 \\ +754 \\ \hline \end{array}$$

$$\begin{array}{r} 537 \\ +329 \\ \hline \end{array}$$

$$\begin{array}{r} 868 \\ +966 \\ \hline \end{array}$$

$$\begin{array}{r} 757 \\ +426 \\ \hline \end{array}$$

$$\begin{array}{r} 468 \\ +415 \\ \hline \end{array}$$

$$\begin{array}{r} 657 \\ +574 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ +637 \\ \hline \end{array}$$

$$\begin{array}{r} 744 \\ +290 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ +564 \\ \hline \end{array}$$

$$\begin{array}{r} 565 \\ +408 \\ \hline \end{array}$$

$$\begin{array}{r} 675 \\ +584 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ -47 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ -48 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ -69 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ -15 \\ \hline \end{array}$$

$6 \times 6 =$

$3 \times 9 =$

$9 \times 4 =$

$7 \times 3 =$

$5 \times 9 =$

$8 \times 9 =$

$7 \times 7 =$

$7 \times 4 =$

$2 \times 9 =$

$5 \times 6 =$

$1 \times 9 =$

$7 \times 6 =$

$7 \times 5 =$

$9 \times 6 =$

$8 \times 7 =$

$8 \times 4 =$

$9 \times 5 =$

$4 \times 9 =$

$9 \times 5 =$

$6 \times 7 =$

$0 \times 9 =$

$9 \times 9 =$

$4 \times 7 =$

$9 \times 7 =$

$7 \times 9 =$

$5 \times 7 =$

$6 \times 9 =$

$8 \times 6 =$

Round to the nearest 10:

47 _____

178 _____

645 _____

45,342 _____

85 _____

863 _____

1,237 _____

123,849 _____

Estimate the distance to the library. _____

Estimate the length of your pencil. _____

Estimate the distance to the nearest mall. _____

Estimate the perimeter of this paper. _____

Score	Percent