

Grade 3 Math @ Home

April 20 - 24 Edition

Each week's lesson will be divided into 3 parts. – Learning topic – Learning Topic Game – Sumdog skills.

It is designed to be spending a minimum of 30 minutes per day on math practice.

I recommend that you spend your first 30 minutes of the week on the learning topic with your child and introducing the game. The remainder of your child's time can be spent practicing the new topic and continuing to practice their mental math.

1. Learning Topic: Division as grouping or sharing. (Big Idea 8)

2. This week we will be building off what we learned last week. I have created a YouTube channel to help teach these topics if you are able to work at them.

3. This is my first time creating and uploading videos onto Youtube, so please forgive me if they are not the best videos. I hope that I can learn and get better at them as we go. On my YouTube channel, I have created 3 playlist titled Grade 3 Math, Grade 4 Math and Grade 5 Math. You should find 2 videos on **Division in the Grade 3 Math** playlist, which I have also posted a link to below.

4. My YouTube Channel link:

5. <https://www.youtube.com/channel/UC2nFvG3cu9sdg6tQ3woCy5g/>

Video 1:

https://www.youtube.com/watch?v=tDFHhAu7_ts&list=PL9EclOphGpma9Zr9uooHW3KOseKGLQbKf

Video 2:

<https://www.youtube.com/watch?v=l1nklGoZTjA&list=PL9EclOphGpma9Zr9uooHW3KOseKGLQbKf&index=2>

Example Questions:

- a. Using last week's division questions, have your child show the division as repeated subtraction by drawing a number line.

$$25 \div 5 = \quad 25 - 5 - 5 - 5 - 5 - 5 = 0$$

- b. Write the following as a division question:

$$8 - 4 - 4 = 0$$

$$4 - 1 - 1 - 1 - 1 = 0$$

$$12 - 4 - 4 - 4 = 0$$

6. Learning Topic Game: Go Fish Division




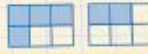


- Materials: Deck of cards without J, Q, K
- Same rules as Go fish, each player gets 5 cards. Instead of a pair, you are looking for a number that can divide equally by another number.
- Example you have a 5, A, 4, 8, 7 in your hand.
- You lay down the 8 and 4 as a pair and say "8 divided by 4 is 2."

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- You can also lay down a 7 and Ace and Say “7 divided by 1 is 7.”
 - The player with the most pairs wins.
7. **Continue to practice skills on Sumdog.** Division questions will be added to their skills next week.

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The Big Ideas of Grade 3 Math

- Count forwards and backwards from 0 to 1000 by 3s, 4s, 5s, 10s, 25s and 100s
- Tell the value of a set of coins by skip counting
1 quarter, 4 dimes and 5 nickels \rightarrow 25¢, 35¢, 45¢, 55¢, 65¢, 70¢, 75¢, 80¢, 85¢, 90¢
- Numbers to 1000: represent, describe, compare, and order; understand the value of digits in numbers
453=four hundred fifty-three 874, 847, 784, 748, 487, 478 10 hundreds is one thousand
- Mental math and estimation strategies for adding and subtracting two-digit numerals (adding from left to right, using doubles, thinking of addition, and taking one number to the nearest multiple of ten)
Knowing what 10 objects looks like helps estimate how many objects in a larger group.
To solve $27 + 64$, think $30 + 64 = 94 - 3$ so the sum is 91.
To solve $83 - 45$, think $45 + 5 = 50$; $50 + 30$ is 80; $80 + 3 = 83$, so the answer is 38 ($5+30+3$).
- Recall basic addition facts to 18 and related subtraction facts
- Solve addition and subtraction equations that include a symbol to represent an unknown number
 $17 + \square = 25$ $20 = \square + 10$ $16 - \triangle = 9$ $\triangle - 6 = 11$
- Addition and subtraction with answers to 1000 (limited to one-, two-, and three-digit numbers)
- Multiplication and division up to 5×5 using a variety of strategies
 3×4 can be solved by:
 - skip counting $\rightarrow 4 + 4 + 4 = 12$
 - making sets of equal groups 
 - making an array 
- Fractions (parts of a whole) name, record, model, and compare
 $\frac{1}{4} \rightarrow$ one fourth \rightarrow  $\frac{4}{6}$ is more than $\frac{2}{6}$ 
- Increasing and decreasing patterns: describe, continue, compare, and represent patterns
- Time: solve problems involving seconds, minutes, hours, days, weeks, months, and years
- Measure and estimate length using centimetres and metres; develop personal referents for these
My finger is about 1 centimetre wide a doorknob is about 1 metre from the floor $1\text{ m} = 100\text{ cm}$
- Measure and estimate mass using grams and kilograms; develop personal referents for these
A paperclip is about 1 gram 1 litre of water is about 1 kilogram $1\text{ kg} = 1000\text{ g}$
- Perimeter of regular and irregular shapes; measure and estimate using centimetres and metres
- Describe 3-D objects: shape of the faces and the number of vertices and edges

- Polygons: sort and identify according to the number of sides

triangle quadrilateral pentagon hexagon octagon
- Collect, organize, and display data using lists, charts, tally marks, line plots, and bar graphs