



MATH NIGHT

3rd Grade
Highcroft Drive
Elementary
2014-2015

VIDEO

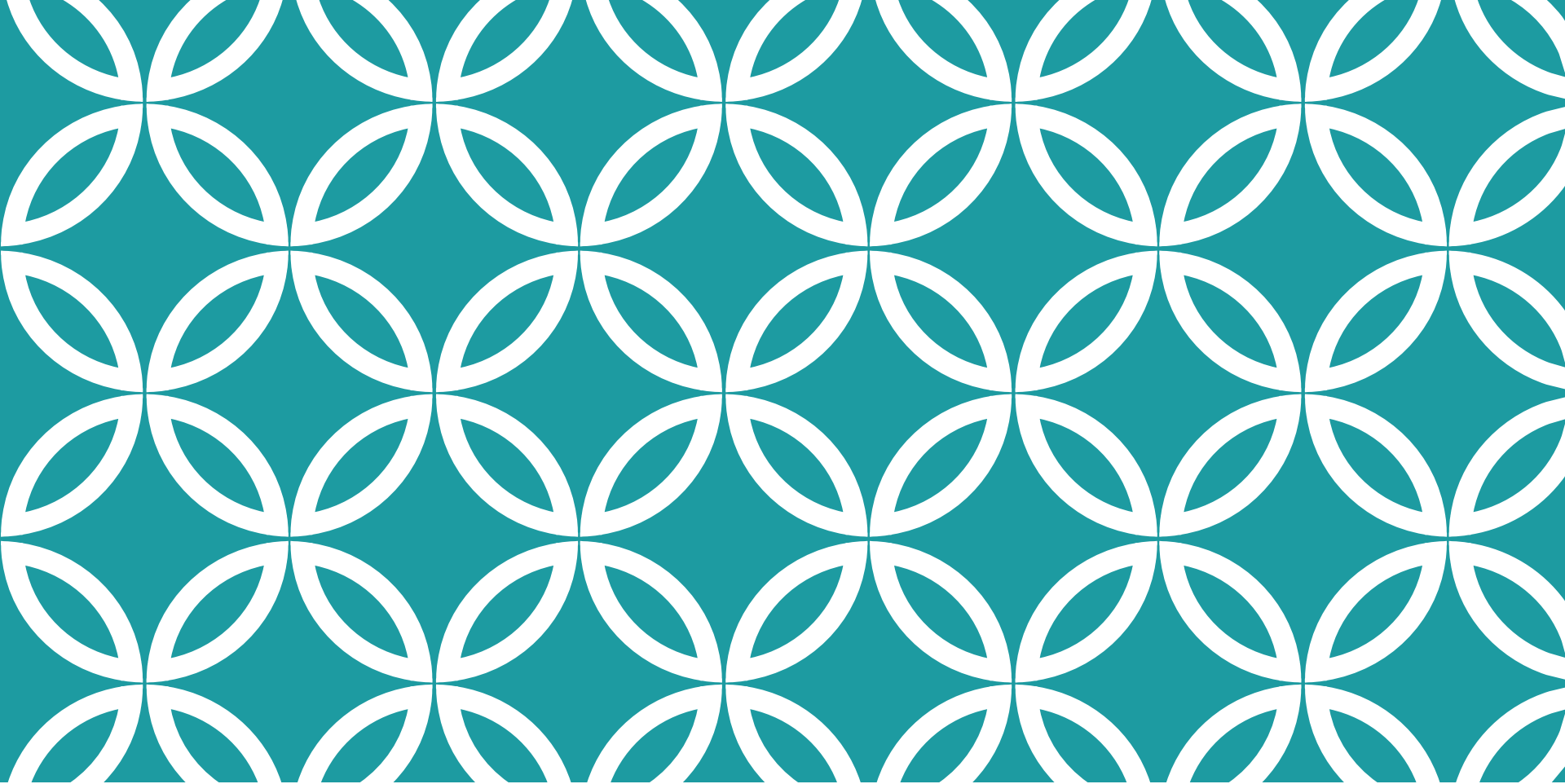
 <https://www.youtube.com/watch?v=KdxEAt9ID7k>



OVERVIEW

- 🍏 Curriculum
- 🍏 New way vs. old way
- 🍏 RUBSC (Problem solving strategy)
- 🍏 Math standards
- 🍏 Testing
- 🍏 What you can do at home...





MATH CURRICULUM

2014-2015

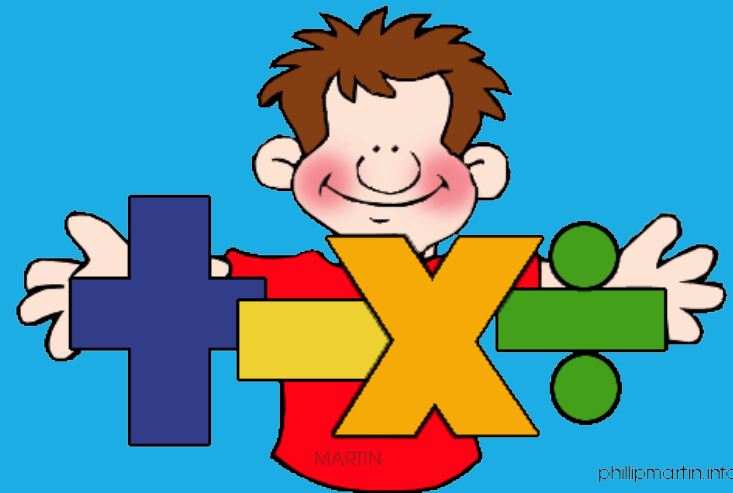
QUARTER 1

🍏 Addition and Subtraction within 1,000

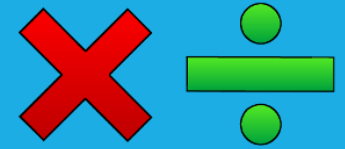
🍏 Rounding

🍏 2D Shapes

🍏 Multiplication and Division Introduction



QUARTER 2



MULTIPLICATION
DIVISION

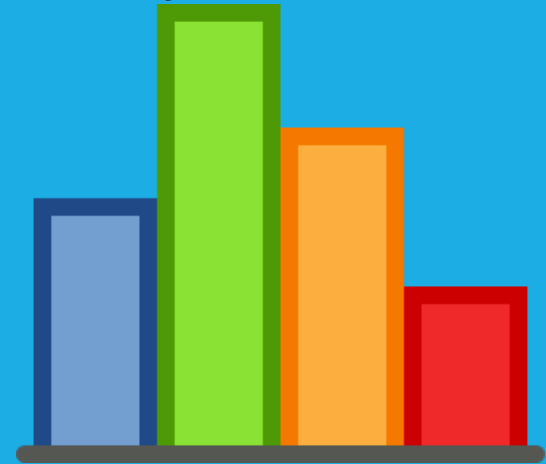
🍏 Equalities & Inequalities (ex. $5 \times _ = 15$)

🍏 Patterns

🍏 Multiplication & Division

🍏 Graphing

🍏 Area & Perimeter



Finding the perimeter

The **perimeter** is the total distance around the outside of a 2D shape.

To find the perimeter of any straight-sided shape, just **add up the length of all the sides**.

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QUARTER 4

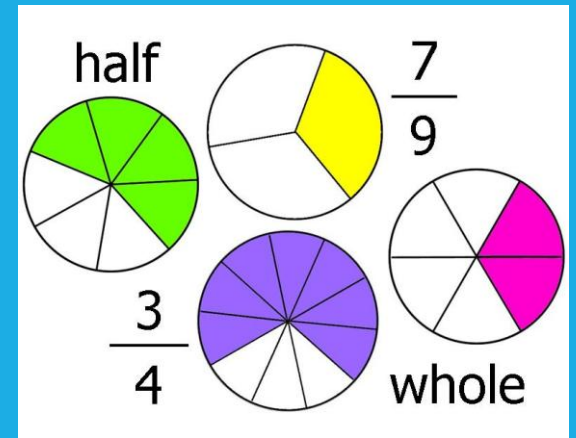
🍏 Comparing Fractions

🍏 Partitioning Shapes/Fractions

🍏 Time

🍏 Measurement

🍏 EOG Review



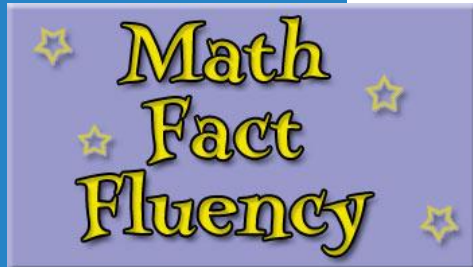
COMPONENTS OF MATH WORKSHOP

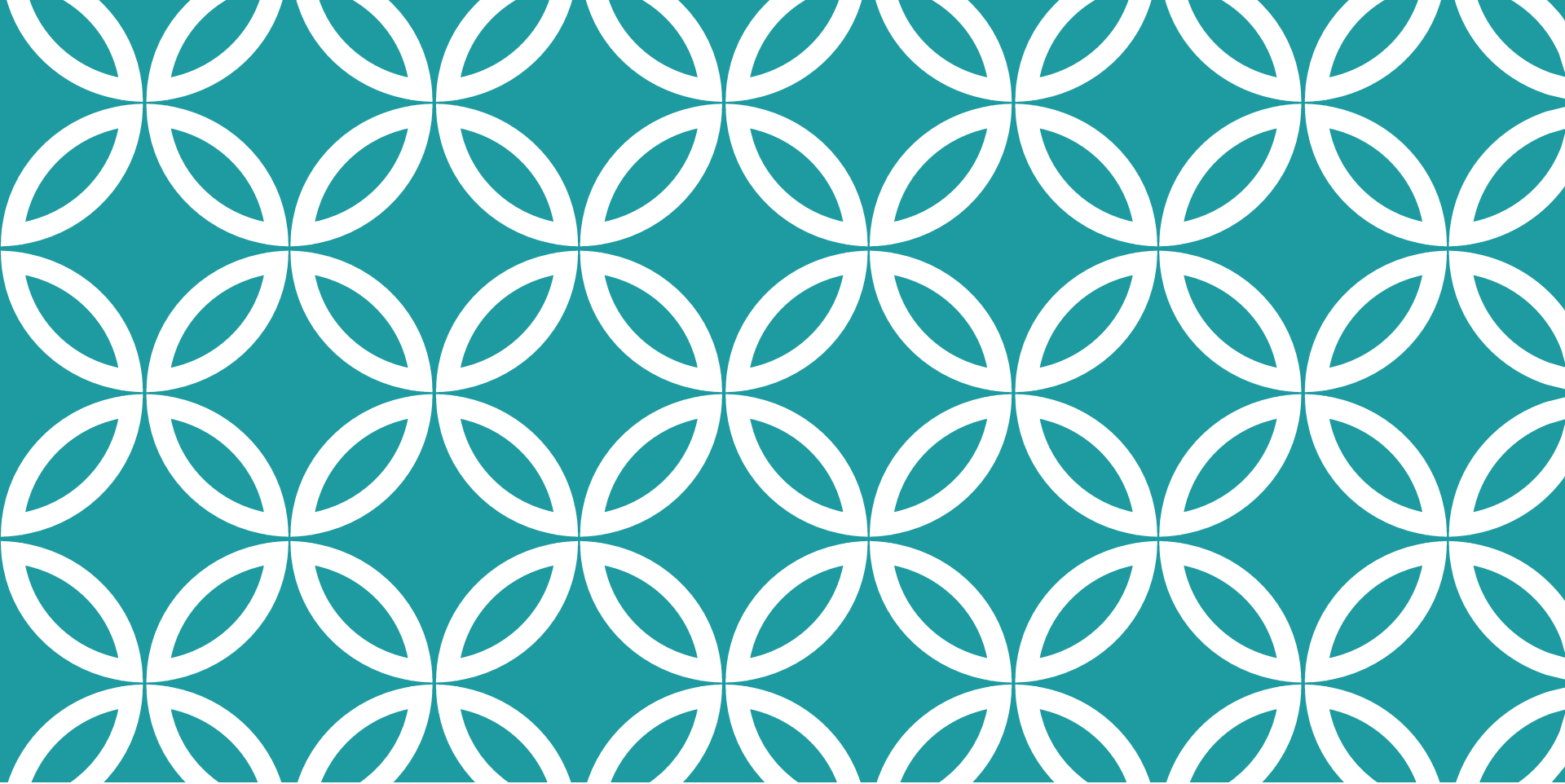


Components of Math Workshop in 3rd Grade



Daily Problem Solving
Math Talk/Math Leader
Hands On Learning
Math Fact Fluency
Application and Extension
Check for Understanding

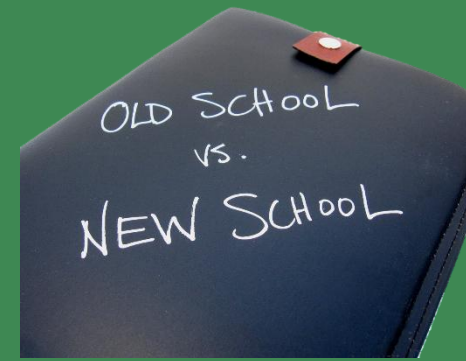




NEW WAY VS. OLD WAY

2014-2015

THE OLD WAY



- Memorization
- Focus on getting the "right" answer
- One way to get the answer

Memorizing
procedures to get an
answer

Teacher-centered



Do math in a way
that makes sense to
the learner

Student-centered



THE NEW WAY



- We want to produce confident and competent learners.
- This comes from understanding relationships and knowing you can make sense of the information.

why?

We are living in a Conceptual Age.

Employers want people who can apply what they learn and work collaboratively.

Teaches there is still one answer, just many ways to prove the answer is correct.

THE NEW WAY

As a result of their everyday learning, students will...



DEVELOP PROBLEM-SOLVING STRATEGIES.

Represent their thinking using models, words and numbers.

Make connections between mathematical ideas.

Explain their thinking.

Explore problems in depth.

Find more than one way to solve a problem.

Choose a variety of tools and technology

DEVELOP FLUENCY – EFFICIENCY, ACCURACY, AND FLEXIBILITY

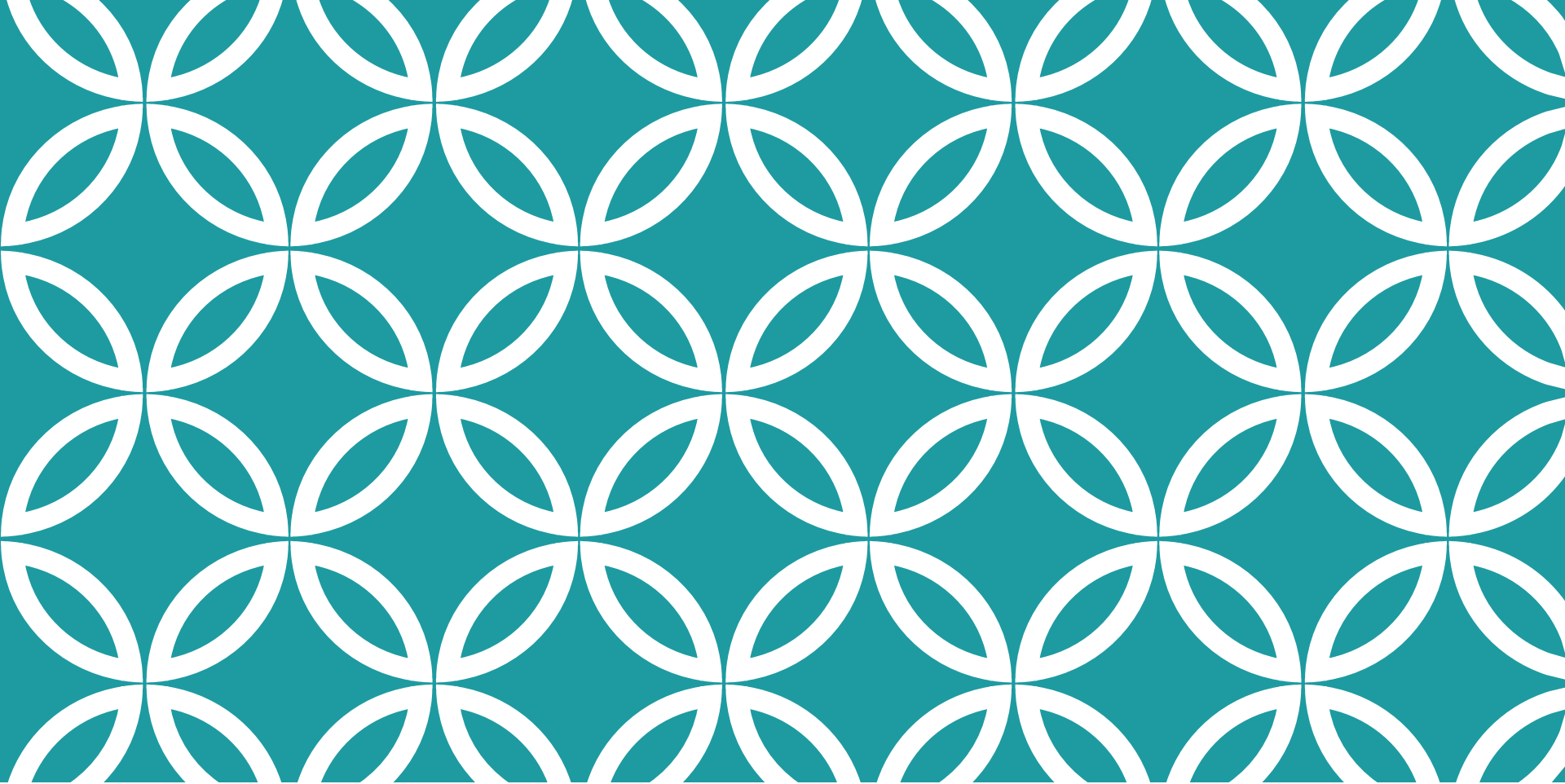
LEARN WITH AND

THROUGH EACH OTHER.

try it

- Solve $4 \times 8 = \underline{\quad}$ using a strategy of your choosing.
- Turn to your neighbor and explain why $4 \times 8 = 32$.
- Learning facts is a skill that will be used in many more complex situations.





RUBSC

2014-2015

RUBSC

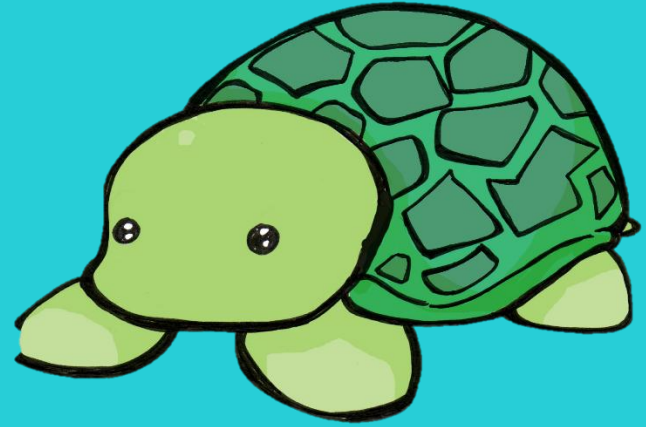
R - Read the problem slowly.

U - Underline the question.

B - **Box** the important numbers and key words.

S - Solve the problem using a strong strategy.

C - Check your work.



Mr Strong



r u b s c = e x a m p l e

Henry bought 7 boxes of taffy at the fair. Each box held 8 large pieces. How many pieces of taffy does Henry have?

$$8 \times 7 = \square$$

Repeated Addition

$$8 + 8 + 8 + 8 + 8 + 8 + 8 = 56$$

Equal Groups

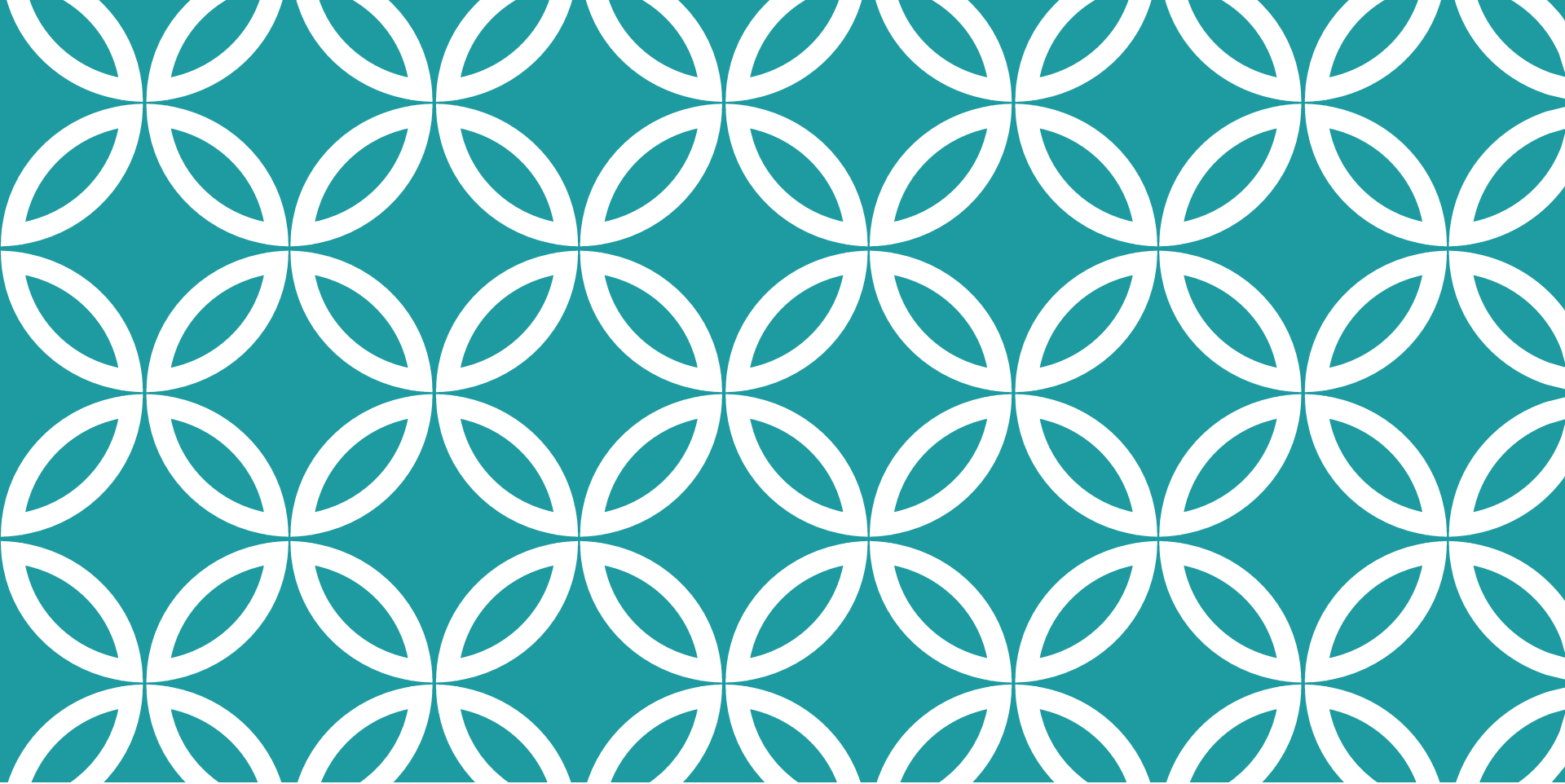


Skip Counting

(1) (2) (3) (4) (5) (6) (7)

8, 16, 24, 32, 40, 48, 56





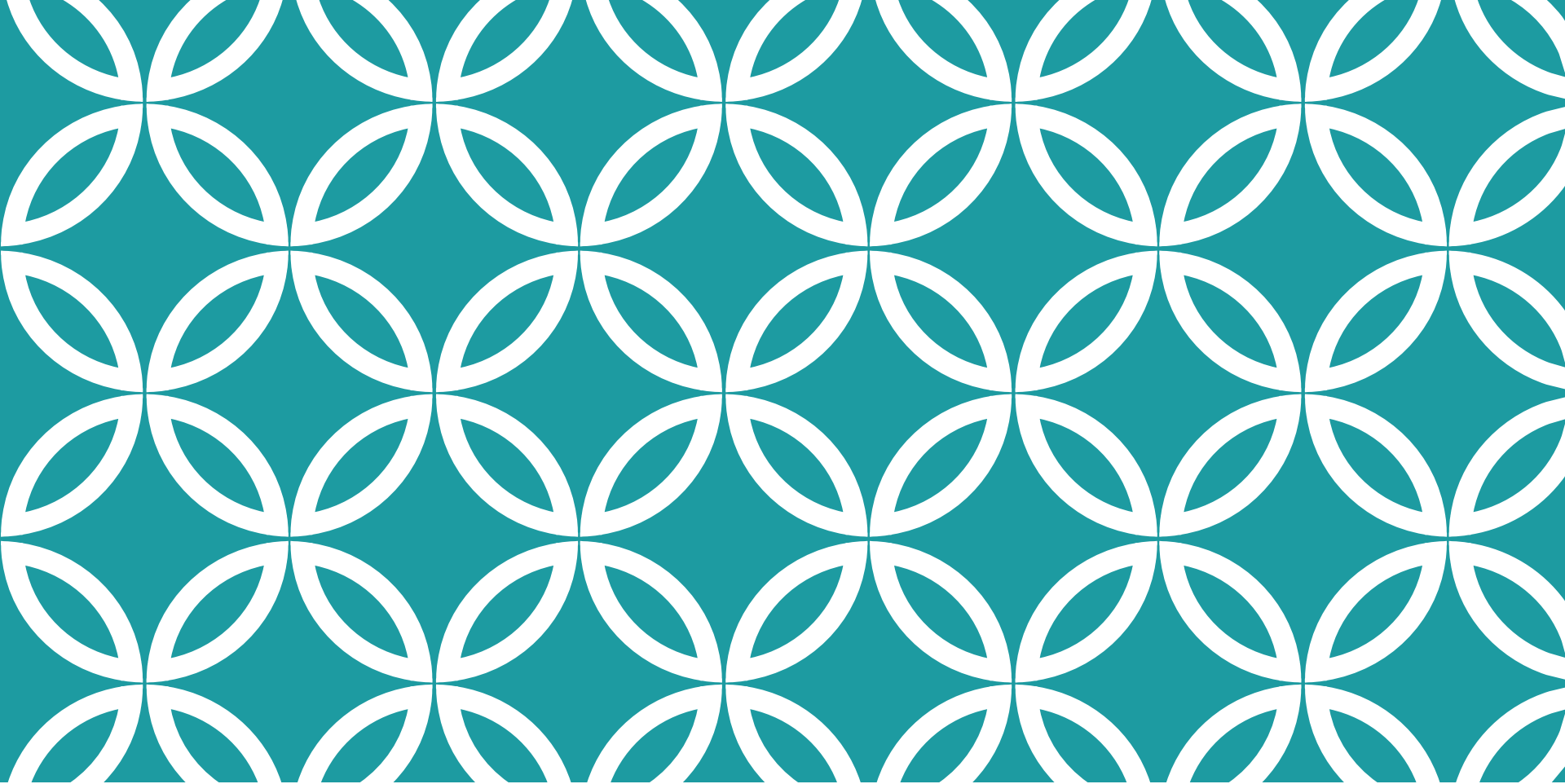
STANDARDS FOR
MATHEMATICAL
PRACTICE

2014-2015

STANDARDS FOR MATHEMATICAL PRACTICE

1. I can make sense of problems and persevere in solving them.
2. I can reason abstractly and quantitatively.
3. I can construct reasonable arguments and critique the reasoning of others.
4. I can model with mathematics.
5. I can use appropriate tools strategically.
6. I can attend to precision.
7. I can look for and make use of structure.
8. I can look for and express regularity in repeated reasoning.





TESTING

2014-2015

EOG MATH



Breakdown:

- Operations & Algebraic (30-35%)
 - Multiplication and division
- Measurement and data (22-27%)
 - Graphing, area, perimeter, time.
 - Fractions (20-25%)
 - Geometry (10-15%)
- Operation in Base Ten (5-10%)

The math test has two different sections:

- Calculator Active (27 items)
- Calculator Inactive (27 items)
- Multiple choice.
- Maximum time: 240 minutes
- Both are given on the same day.



EOG STRATEGIES

- Read the whole question carefully.
- Reread the question to find the key information.
- Underline or circle the important information.
- Draw a picture or write a number sentence to demonstrate the problem.
- Cross out information that is not helpful.
- Show your work to solve the problem.
- Bubble in the correct response.



CASE 21

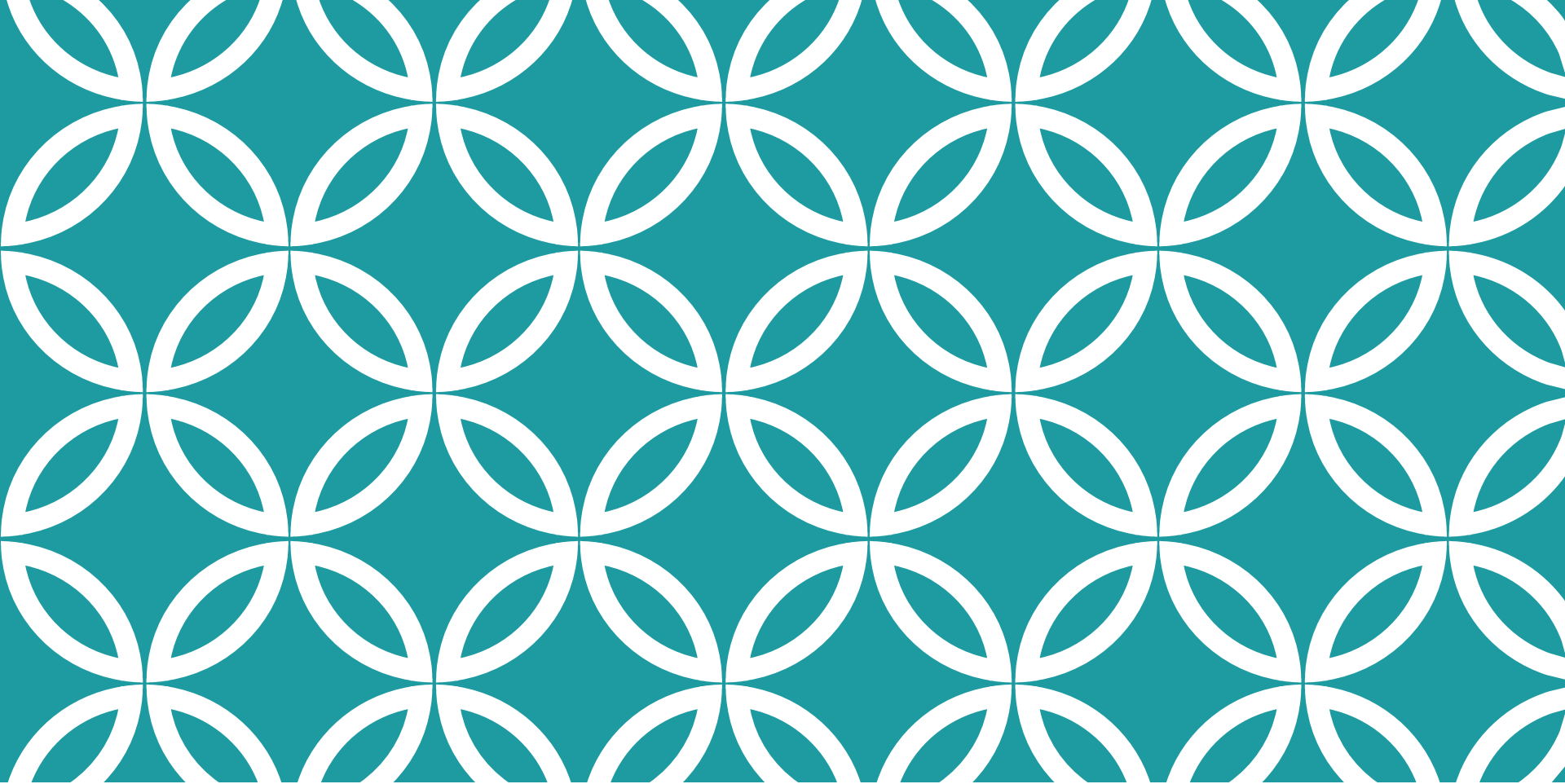
Case 21 tests measure premade benchmarks based on the districts needs.

- 60% of questions measure higher order thinking.
- Aligned with state standards.
- Intended to help us identify particular areas of need for students and ensure we are teaching what is being tested by the state.

Dates:

- 🍎 September 22 (Math)
- 🍎 December 15 (Reading) & December 16 (Math)
- 🍎 March 23 (Reading) & March 24 (Math)
- 🍎 June 8 (Reading) & June 9 (Math)





HOW CAN YOU HELP?

2014-2015

WHAT YOU CAN DO

- Help your child see how mathematics is a part of daily life.
- Help your child understand the normalcy and the value of struggle in mathematics
 - “Learning math comes down to one thing: the ability, and choice to put one’s brain around a problem, to stare past the confusion, and struggle forward rather than flee.” – S. Sutton (1998)
- Encourage your child to ask questions, solve problems, and explain the solution.



<https://www.youtube.com/watch?v=MS2aEfbEi7s>

ONLINE RESOURCES

- Online videos
- Math games
- Test taking strategies/tips
- Build stamina

Adapted Mind, Edmodo, MobyMax



<http://ehilliard.weebly.com/>
<http://soiferhde3.weebly.com/>
<http://www.schoolrack.com/mtpax16/>
<http://mrsnichollsclass.weebly.com/>