TEKS Cluster: Addition and Subtraction of Whole Numbers
TEKS Subcluster: Addition/Subtraction of Whole Numbers
Student Expectations: 3.4(A), 3.5(A) – Connected SE: 3.4(B)
Activities Summary: Students become fluent in representing and solving addition problems to 1,000 and subtraction problems within 1,000. Activities may be organized and delivered in the following topics: **Learn to Add and Subtract Using Place Value** and **Represent Addition and Subtraction in One- and Two-step Problems**.

Activity Title Student Expectations	**Activity Topic**	**Type**			**Delivery**		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Learn to Add and Subtract Using Place Value							
How Many ____ Are in the Jar? 3.4(A), 3.4(B)	**Learn the Base Facts** On Day 1, teams estimate the items in a jar and discuss how they made the estimates. On Day 2, students discover which team made the best estimate, determine whether their estimates are higher or lower than the number of items, and add or subtract to get as close as possible to the actual number of items.			✓		✓	
What's for Lunch? 3.4(A), 3.4(B)	**Review Addition to 500 Using Place Value** Students estimate then add using expanded form and the standard algorithm.	✓	✓		✓		
Field Day Fun! 3.4(A), 3.4(B)	**Review Addition to 1,000 Using Place Value** Students estimate then add using partial sums and the standard algorithm.	✓	✓		✓		
Zander's Sweets 3.4(A)	**Review Subtraction to 500 Using Place Value** Students subtract using expanded form and the standard algorithm.	✓	✓		✓		
Hold-On-Tight Water Park! 3.4(A), 3.4(B)	**Review Subtraction to 1,000 Using Place Value** Students estimate then subtract using expanded form and the standard algorithm.	✓	✓		✓		
A Visit to Mr. Haroo's Zoo 3.4(A), 3.4(B)	**Review Subtraction to 1,000 with Focus on 0's Using Place Value** Students estimate then subtract using expanded form and the standard algorithm.	✓	✓		✓		
Stations 3.4(A), 3.4(B)	**Practice Addition, Subtraction, and Estimation in Stations** This activity includes three stations: Station 1: Students guess a number using estimation. Station 2: Students fill in the blanks on addition and subtraction problems. Station 3: Students add or subtract to get close to a target number.			✓			✓

Activity Title Student Expectations	**Activity Topic**	**Type**			**Delivery**		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Represent Addition and Subtraction in One- and Two-step Problems							
Jaja the Jellybean Snatcher 3.4(A)	**Learn to Solve Two-step Problems** This activity uses the estimates from How Many ____ Are in the Jar? Students identify the hidden question to tell whether a problem is one-step or two-step then solve.	✓	✓		✓		
Big Happy Taco Truck Family 3.4(A)	**Sort and Solve One- and Two-step Problems** Students discuss how to tell one-step problems from two-step problems, sort problems according to the number of steps, and solve them. Built-in scaffolding includes check boxes to remind students the number of operations and which operations they chose to solve the problem.		✓	✓		✓	
Chuck the Great Court Jester 3.4(A), 3.5(A)	**Make Strip Diagrams, Write Equations for One-step Problems, and Solve** Students fill in the blanks on strip diagrams, write equations, and solve problems. Built-in scaffolding includes check boxes to remind students which operation they chose to solve the problem. In the Journal, students compare using strip diagrams and equations to represent problems.	✓	✓		✓		
Lucy Dynamic and the Great Crab Capture 3.4(A), 3.5(A)	**Make Bar Models, Write Equations for One-step Problems, and Solve** Students fill in the blanks on bar models, write equations, and solve problems. Built-in scaffolding includes check boxes to remind students which operation they chose to solve the problem. In the Journal, students compare using bar models, strip diagrams, and equations to represent problems.	✓	✓		✓		
Elena Danger's Mighty Machines 3.4(A), 3.5(A)	**Make Open Number Lines, Write Equations for One- and Two-step Problems, and Solve** Students model problems on an open number line, write equation(s) that may be used to solve the problem, and solve. Built-in scaffolding includes check boxes to remind students which operation they chose to solve the problem. In the Journal, students compare using number lines and bar models to represent problems.	✓	✓		✓		

Activity Title Student Expectations	**Activity Topic**	**Type**			**Delivery**		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Represent Addition and Subtraction in One- and Two-step Problems (cont'd.)							
This Could Get Messy 3.4(A), 3.5(A)	**Match Models and Equations to Problems and Solve** Students identify two models that match a word problem. Models include strip diagrams, number lines, and bar models.			✓		✓	
Retta's Roach Diner 3.4(A), 3.5(A)	**Find and Correct Mistakes** Students find and correct mistakes in one- and two-step problems.			✓		✓	
Springback Jack, Fish Head, and the Queen's Diamonds 3.4(A), 3.5(A)	**Solve Problems Using Multiple Models** Students use a round robin to solve problems using strip diagrams, bar models, number lines, and equations. They discuss which model is preferred by each student and why.			✓		✓	
Haroo's Zoo 3.4(A)	**Tell the Difference Between Addition and Subtraction** In this small group activity, students read a word problem, decide the operation needed to solve the problem, and write the operation on a white board. Students compare the operations and agree. After choosing the operations, students solve the problems. In the Journal, students write a word problem to match a fact family of their choice.		✓	✓		✓	