

## SD Common Core State Standards Disaggregated Math Template

<b>Domain:</b>	Number and Operations in Base Ten	<b>Cluster:</b>	Use place value understanding and properties of operations to perform multi-digit arithmetic	<b>Grade level:</b>	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and one; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Student Friendly Language:
I can round any number to the nearest 10.
I can round any number to the nearest 100.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Place value for 100s, 10s, and 1s</li> <li>Rounding</li> </ul>	<p>Rounding is a form of estimation.</p> <p>Place value understanding is used to round whole numbers.</p>	<p>Use place value understanding to round any number to the nearest 10s digit.</p> <p>Use place value understanding to round any number to the nearest 100s digit.</p>

Key Vocabulary:			
rounding	place value	digits	ones digit
tens digit	whole numbers	estimate	hundreds digit
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?			
This will be relevant to students at a grocery store to make sure that they have enough money for their purchase.			
This will be relevant to students for telling time to make sure that they will have enough time to get from point A to B.			
The will be relevant to students in measuring distance for traveling so they can be aware of whether or not they will have enough gas or not.			

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	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. (A range of algorithms may be used.)	4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)

Student Friendly Language:
I can add numbers to 999 in many ways using a strategy that makes sense to me.
I can subtract numbers from 999 in many ways using a strategy that make sense to me.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Decompose and compose numbers</li> <li>• Commutative Property</li> <li>• Associative Property</li> <li>• Place Value</li> </ul>	<p>There are many strategies for solving addition and subtraction problems.</p> <p>Numbers can be added or subtracted according to place value.</p> <p>There is a relationship between addition and subtraction and use it to solve problems.</p> <p>Different properties of operations can be used to solve addition and subtraction problems.</p>	<p>Add and subtract with sums and differences from 0-999.</p> <p>Add and subtract using a variety of strategies.</p> <p>Use what I know about addition to solve subtraction problems.</p> <p>Use what I know about subtraction to solve addition problems.</p> <p>Explain the strategy they used for solving the problem.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">place value</td> <td style="width: 15%;">digit</td> <td style="width: 15%;">addition</td> <td style="width: 15%;">subtraction</td> <td style="width: 15%;">Commutative Property</td> <td style="width: 15%;">Associative Property</td> </tr> <tr> <td>sum</td> <td>difference</td> <td>algorithm</td> <td>decompose</td> <td>compose</td> <td>regrouping</td> </tr> </table>	place value	digit	addition	subtraction	Commutative Property	Associative Property	sum	difference	algorithm	decompose	compose	regrouping
place value	digit	addition	subtraction	Commutative Property	Associative Property							
sum	difference	algorithm	decompose	compose	regrouping							
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?												
Do I have enough money for groceries and gas? When I get paid how much money will I have? Careers: Banker, Business owner.												

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.NBT.2 Count within 1000, skip count by 5s, 10s, 100s.	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	

**Student Friendly Language:**  
 I can multiply one-digit numbers (0-9) by multiples of 10 (10, 20, 30, 40, 50, 60, 70, 80, and 90) using a strategy based on place value or properties of operations that make sense to me.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Multiples of 10</li> <li>• One Digit Numbers</li> <li>• Place Value</li> <li>• Properties of Operations</li> <li>• One digit numbers are 0-9</li> </ul>	<p>The multiples of 10 are the same as skip counting by 10.</p> <p>The value of a digit in our number system is determined by its place value position.</p> <p>Properties of operations may be used to solve multiplication problems.</p> <p>Numbers can be decomposed by place value to solve multiplication problems.</p>	<p>Multiply a one digit number by a multiple of 10.</p> <p>Use manipulatives (base 10 blocks, money) to show multiplication of a one digit number by a multiple of 10.</p> <p>Explain how to multiply a one digit number by a multiple of 10.</p>

**Key Vocabulary:**  
 multiples of ten    place value    digit    product    multiple    factor    properties of operations

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

To be able to quickly multiply multiples of 10 when using money.

Group things such as candy into groups of 10 to quickly reach a total.