



Estimate – Justify Your Thinking

Operation Rubric: Proficient

- Reasonable estimation provided
- Clearly explains strategy

Grade 3 SNAP Operation

Curricular Content:

Estimating sums and differences of all operations to 1000

$400 - 200 = 200$
I Rounded both
to the close hundred
I missed to
get 200

Question: 427-153

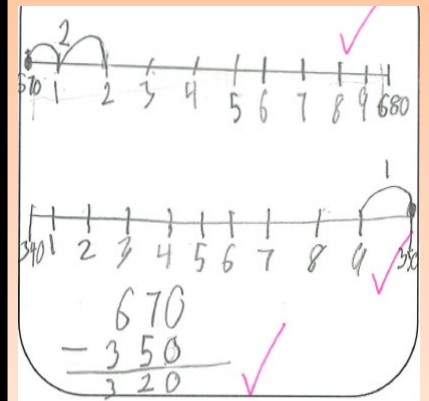
Curricular Content:

Estimating sums and differences of all operations to 1000

$427 - 153$
↓
 $450 - 150 = 300$
I rounded both
numbers to the nearest
50, then subtracted to
get 300.

Curricular Content:

Estimating sums and differences of all operations to 1000



Question: 672-349

Rationale:

- The ability to estimate helps students determine if their answer is within a reasonable range.

Note:

- An estimate alone without any justification is not proficient, even if the number is reasonable.

Goal:

- Students should be using “Friendly Numbers.” When justifying their answers students need to demonstrate their estimate is not a random guess.



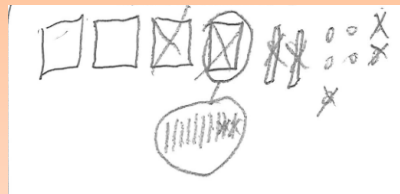
Grade 3 SNAP Operation

- Represent – With a Sketch or Drawing
- Explain Your Sketch

Operation Rubric: Proficient

- Uses *grade appropriate* strategies to correctly solve the problem and show understanding

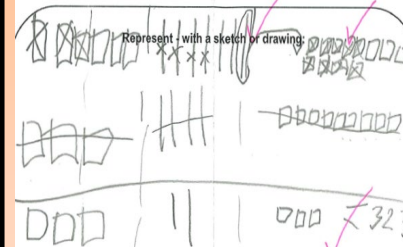
Curricular Content:
Using flexible computation strategies



Explain your sketch:
I drew 427 in base ten blocks and crossed out 153.

Question: 427- 153

Curricular Content:
Using flexible computation strategies



- I drew 672
- I drew 349
- I regrouped the One's
- I subtracted

Question: 672 - 349

Curricular Content:
Using flexible computation strategies



Explain your sketch:
I drew a bar diagram to show that my answer will be the difference between 427 and 153.

Question: 427- 153

Rationale:

- Students should be using flexible computation strategies, involving taking apart and combining numbers in a variety of ways.

Note:

- Simply replacing the numbers in the equation with Base Ten does not show subtraction regrouping.

Goal:

- Have students demonstrate their understanding of subtraction regrouping through Base Ten, Number Line or the Bar Model.



Calculate

Operation Rubric: Proficient

- Uses *grade appropriate* strategies to correctly solve the problem and show understanding

Grade 3 SNAP Operation

Curricular Content:

Using flexible computation strategies, involving taking apart and combining numbers through regrouping

Calculate:

$$\begin{array}{r} 300 + 120 + 7 \\ 400 + 20 + 7 \\ - 100 + 50 + 3 \\ \hline 200 + 70 + 4 \\ \hline 274 \end{array}$$

Curricular Content:

Using flexible computation strategies, involving taking apart and combining numbers through regrouping

$$\begin{array}{r} 3427 \\ - 153 \\ \hline 274 \end{array}$$

Curricular Content:

Using flexible computation strategies, involving taking apart and combining numbers through regrouping

$$\begin{array}{r} 300 + 120 + 7 \\ 300 + 20 + 3 \\ \hline 323 \end{array}$$

Rationale:

- Students are demonstrating their flexible understanding of the many different methods for Subtraction Regrouping.

Note:

- Students can show a different calculation method other than the Standard Algorithm in this section.

Goal:

- To move students into Extending, have them do more than one calculation using a different method for each one.



Write a Real Life Example or Word Problem

Operation Rubric: Proficient

- Real life example and connections to mathematical concepts are evident
- The example shows a clear connection to the operation

Grade 3 SNAP Operation

Curricular Content: Using addition and subtraction in real-life contexts and problem-based situations

Write a Real Life Example or Word Problem: I had 427 halloween candies and I ate 153 so
now I have 274

Curricular Content: Using addition and subtraction in real-life contexts and problem-based situations

Write a Real Life Example or Word Problem: I had 672 candies and I ate some in 2
months. I ate 249. I had 223 left.

Rationale:

- Through word problems and real life examples, students learn how to combine conceptual understanding of problems with the procedures they will need to solve them.

Note:

- Students only need to write a word problem, or a real life example. The real life example should be different than the one provided on the Number Sense SNAP.



Reflect

Operation Rubric: Proficient

- With sentence frames and structure, can proficiently reflect on their learning

Grade 3 SNAP Operation

Curricular Competency: Reflect on mathematical thinking

It was hard to decide how to round the numbers in the estimate box	I'm really good at subtracting with expanded form	My goal is to learn more ways to draw subtraction
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Curricular Competency: Reflect on mathematical thinking

Explain ^{hard} because it took a long time	Represent ^{easy} because I have done it all at ^{were gone}
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Goal:

- Identify and articulate strengths, stretches, and/or goals related to the content and competencies explored in the SNAP.

Notes:

- It's important to model reflection skills, or students will often default to "It was easy" or "It was all hard."