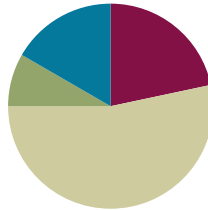


Lesson 21

Objective: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (13 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Use Algorithms with Different Units **3.MD.2** (5 minutes)
- Estimate and Subtract **3.NBT.2** (4 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition. It reviews foundational strategies for multiplication from Module 1 and anticipates Module 3.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Threes to 30
- Fours to 40
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

As students' fluency with skip-counting improves, help them make a connection to multiplication by tracking the number of groups they count using their fingers.

Use Algorithms with Different Units (5 minutes)

Materials: (S) Personal white boards

Note: This activity reviews addition and subtraction using the standard algorithm.

T: (Write $495\text{ L} + 126\text{ L} = \underline{\hspace{1cm}}$.) On your boards, solve using the standard algorithm.

Repeat the process outlined in G3–M2–Lessons 17, 19, and 20, using the following suggested sequence: $368\text{ cm} + 132\text{ cm}$, $479\text{ cm} + 221\text{ cm}$, $532\text{ cm} + 368\text{ cm}$, $870\text{ L} - 39\text{ L}$, $870\text{ L} - 439\text{ L}$, $807\text{ g} - 45\text{ g}$, $807\text{ g} - 445\text{ g}$.

Estimate and Subtract (4 minutes)

Materials: (S) Personal white boards

Note: This activity reviews rounding to estimate differences from Lesson 20.

- T: (Write $71 - 23 \approx \underline{\hspace{1cm}}$.) Say the subtraction sentence.
- S: $71 - 23$.
- T: Say the subtraction sentence, rounding each to the nearest ten.
- S: $70 - 20$.
- T: (Write $71 - 23 \approx 70 - 20$.) What's $70 - 20$?
- S: 50.
- T: So $71 - 23$ should be close to?
- S: 50.
- T: On your boards, answer $71 - 23$.
- S: (Solve.)

Continue with the following suggested sequence: $47 - 18$, $574 - 182$, $704 - 187$.



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Some learners may be more successful estimating and subtracting if allowed (without stigma) supports, such as base ten blocks, a place value chart, or a calculator. Maintain your high expectations of your students' achievement, and set realistic personalized goals that you steadily guide them to attain.

Application Problem (5 minutes)

Project the following problem:

Gloria fills water balloons with 238 mL of water. How many milliliters of water are in 2 water balloons? Estimate to the nearest 10 mL and 100 mL. Which gives a closer estimate?



NOTES ON APPLICATION PROBLEM:

You can have students complete the problem in partners so that Partner 1 rounds to the nearest ten and Partner 2 rounds to the nearest hundred—it's a more time-efficient way of having both estimates to compare the actual answer.

Partner 1 Partner 2

$238\text{ mL} \approx 240\text{ mL}$ $238\text{ mL} \approx 200\text{ mL}$

$240 + 240 = 480\text{ mL}$ $200\text{ mL} + 200\text{ mL} = 400\text{ mL}$

? Total mL

$$\begin{array}{r} 238 \\ +238 \\ \hline 476 \end{array}$$

There are 476 mL in 2 balloons.

Rounding to the nearest 10 gives a closer estimate than rounding to the nearest 100.

Note: This problem reviews Lesson 17 by having students round to estimate sums and then calculate the actual answer. It reviews addition because this lesson includes mixed practice with addition and subtraction.

Concept Development (32 minutes)

Materials: See complete description below.

Problems 1–3 of the Problem Set:

Each table has the premeasured items and measurement tools listed below. Students work together to measure weight, length, and capacity.

Next, they round to estimate sums and differences, then use the standard algorithm to solve. Determine whether students work in pairs, groups, or individually based on ability. Students should use their estimates to assess the reasonableness of actual answers.

Student Directions: Follow the Problem Set directions to complete Problems 1–3 with your table. Once you have finished those problems, do Problem 4 on your own.

Materials Description (per table)

Problem 1: 1 digital scale, 1 bag of rice premeasured at 58 grams, 1 bag of beans premeasured at 91 grams

Problem 2: 1 meter stick, labeled Yarn A, B, and C (Yarn A premeasured at 64 cm, Yarn B premeasured at 88 cm, Yarn C premeasured at 38 cm)

Problem 3: 1 400-milliliter beaker, Container D premeasured at 212 mL, Container E premeasured at 238 mL, Container F premeasured at 195 mL

Problem 4: No additional materials

Student Debrief (10 minutes)

Lesson Objective: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class.



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSIONS:

English language learners and others will benefit from a demonstration of the procedure, as well as a review of behavior norms. For example, how will turns be recognized? What can you say to request the use of a tool? What is each tool called?



Working in pairs may be to the advantage of English language learners because it provides an opportunity to speak about math in English.

MP.1

NYS COMMON CORE MATHEMATICS CURRICULUM

Name Gina Date _____

1. Weigh the bags of beans and rice on the scale. Then write the weight on the scales below.

a. Estimate, then find the total weight of the beans and rice.

Estimate: $91g + 58g = 90g + 60g = 150g$

Actual: $91g + 58g = 149g$

b. Estimate, then find the difference between the weight of the beans and rice.

Estimate: $91g - 58g = 90g - 60g = 30g$

Actual: $91g - 58g = 33g$

c. Are your answers reasonable? Explain why.

My answers are reasonable because 150g is only 1 more than 149g and 30g is only 3 less than 33g.

COMMON CORE | engage^{ny} 3.E.5

Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. You may choose to use any combination of the questions below to lead the discussion.

- How can you use measurement as a tool for checking whether or not your answers are reasonable?
- How did you use mental math in today's lesson? How did the Application Problem prepare you for today's Problem Set?
- How does the fluency relate to your work today?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 21 3•2

2. Measure the lengths of the 3 pieces of yarn.

a. Estimate, then find the total length of Yarn A and Yarn C.

Yarn A	64 cm ≈ 60 cm
Yarn B	88 cm ≈ 90 cm
Yarn C	38 cm ≈ 40 cm

Estimate: $60\text{cm} + 40\text{cm} = 100\text{cm}$

$64 + 38 = 102$

The total length is 102 cm.

b. Estimate, then subtract the length of Yarn B from the total length of Yarn A and Yarn C. Model the problem with a tape diagram.

Estimate: $100\text{cm} - 90\text{cm} = 10\text{cm}$

Yarn A + Yarn C: 102 cm
Yarn B: 88 cm

$102 - 88 = 14$

The difference is 14 cm.

3. Plot the capacity of the 3 containers on the number lines below. Then round to the nearest ten milliliters.

Container D	Container E	Container F
\uparrow 220 mL — 215 mL — 212 mL \downarrow 210 mL 212 mL ≈ 210 mL	\uparrow 240 mL — 238 mL — 235 mL \downarrow 230 mL 238 mL ≈ 240 mL	\uparrow 200 mL — 195 mL \downarrow 190 mL 195 mL ≈ 200 mL

COMMON CORE | Lesson #: Lesson Name EXACTLY Lesson Component Template | Date: 6/24/13 | engage^{ny} | X.X.1

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 21 3•2

a. Estimate, then find the total amount of liquid in the 3 containers.

Estimate: $210 + 240 + 200 = 650\text{mL}$

$212 + 238 + 195 = 645$

The total amount of liquid is 645 mL.

b. Estimate, then find the difference between the amount of water in Container D and Container E. Model the problem with a tape diagram.

Estimate: $240 - 210 = 230\text{mL}$

Container E: 238 mL
Container D: 212 mL

$238 - 212 = 26$

The difference is 26 mL.

4. Shane watches a movie in the theater that is 115 minutes long, including the trailers. The chart to the right shows the length in minutes of each trailer.

	Length in minutes
Trailer 1	5 minutes
Trailer 2	4 minutes
Trailer 3	3 minutes
Trailer 4	5 minutes
Trailer 5	4 minutes
Total:	21 minutes

a. Find the total number of minutes for all 5 trailers.

The total minutes is 21 minutes.

b. Estimate to find the length of the movie without trailers. Then find the actual length of the movie by calculating the difference between 115 minutes and the total minutes of trailers.

$115 - 21 \approx 120 - 20 = 100\text{min}$

$115 - 21 = 94\text{min}$

The length of the movie is 94 minutes.

c. Is your answer reasonable? Explain why.

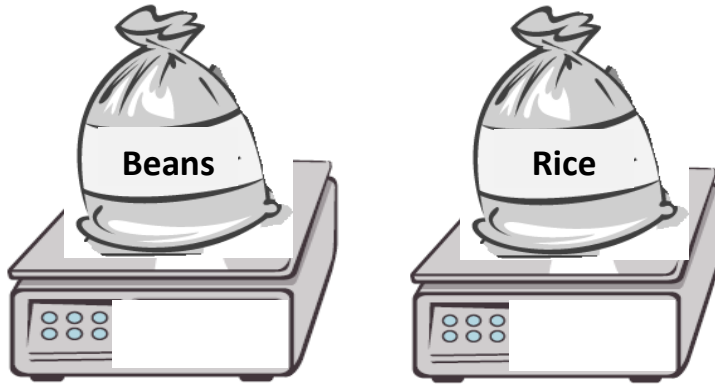
Yes, it is reasonable because 94 min. is close to 100 min.

COMMON CORE | engage^{ny} | 3.E.7

Name _____

Date _____

1. Weigh the bags of beans and rice on the scale. Then write the weight on the scales below.



a. Estimate, and then find the total weight of the beans and rice.

Estimate: _____ + _____ \approx _____ + _____ = _____

Actual: _____ + _____ = _____

b. Estimate, and then find the difference between the weight of the beans and rice.

Estimate: _____ - _____ \approx _____ - _____ = _____

Actual: _____ - _____ = _____

c. Are your answers reasonable? Explain why.

2. Measure the lengths of the 3 pieces of yarn.
- a. Estimate, and then find the total length of Yarn A and Yarn C.

Yarn A	_____ cm \approx _____ cm
Yarn B	_____ cm \approx _____ cm
Yarn C	_____ cm \approx _____ cm

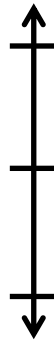
- b. Estimate, and then subtract the length of Yarn B from the total length of Yarn A and Yarn C. Model the problem with a tape diagram.

3. Plot the capacity of the 3 containers on the number lines below. Then round to the nearest 10 milliliters.

Container D



Container E



Container F



- a. Estimate, and then find the total amount of liquid in the 3 containers.

- b. Estimate, and then find the difference between the amount of water in Container D and Container E. Model the problem with a tape diagram.

4. Shane watches a movie in the theater that is 115 minutes long, including the trailers. The chart to the right shows the length in minutes of each trailer.

	Length in minutes
Trailer 1	5 minutes
Trailer 2	4 minutes
Trailer 3	3 minutes
Trailer 4	5 minutes
Trailer 5	4 minutes
Total	

- a. Find the total number of minutes for all 5 trailers.

- b. Estimate to find the length of the movie without trailers. Then find the actual length of the movie by calculating the difference between 115 minutes and the total minutes of trailers.

c. Is your answer reasonable? Explain why.

Name _____

Date _____

1. There are 153 milliliters of juice in 1 carton. A 3-pack of juice boxes contains a total of 459 milliliters.
- a. Estimate, and then find the total amount of juice in 1 carton and a 3-pack of juice boxes.

$$153 \text{ mL} + 459 \text{ mL} \approx \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$153 \text{ mL} + 459 \text{ mL} = \underline{\quad\quad}$$

- b. Estimate, and then find the difference between the amount in 1 carton and a 3-pack of juice boxes.

$$459 \text{ mL} - 153 \text{ mL} \approx \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$459 \text{ mL} - 153 \text{ mL} = \underline{\quad\quad}$$

- c. Are your answers reasonable? Why?

2. Mr. Williams owns gas stations. He sells 367 liters of gas in the morning, 300 liters of gas in the afternoon, and 219 liters of gas in the evening.

- a. Estimate, and then find the total amount of gas he sells in one day.

- b. Estimate, and then find the difference between the amount of gas Mr. Williams sells in the morning and the amount he sells in the evening.

3. The Blue Team runs a relay. The chart shows the time in minutes that each team member spent running.

Blue Team	Time in Minutes
Jen	5 minutes
Kristin	7 minutes
Lester	6 minutes
Evy	8 minutes
Total	

a. How many minutes does it take the Blue Team to run the relay?

b. It takes the Red Team 37 minutes to run the relay. Estimate, and then find the difference in time between the 2 teams.

4. The lengths of 3 banners are shown to the right.

Banner A	437 cm
Banner B	457 cm
Banner C	332 cm

a. Estimate, and then find the total length of Banner A and Banner C.

b. Estimate, and then find the difference in length between Banner B and the total length of Banner A and Banner C. Model the problem with a tape diagram.