

## 3rd Grade EDM Support for Functions and Relationships

### Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

### Power Lessons:

**F&R-1&2:** 1.1, 1.2, 1.12, 2.3, 7.1, 7.3, 8.4

**F&R-3:** 4.6

**F&R-4:** 2.5

**F&R-5:** 1.6, 2.8, 5.2

### Games:

There are no Function and Relationship games at third but listed below are games from grades 1 & 2.

|                                            |       |
|--------------------------------------------|-------|
| <i>Addition Top-It using &gt;, &lt;, =</i> | (2-6) |
| <i>Attribute Train Game</i>                | (1&2) |
| <i>Guess the Rule</i>                      | (1)   |
| <i>Name that Number using parentheses</i>  | (1-6) |
| <i>Number Grid Game</i>                    | (1)   |
| <i>Magic Bag Game</i>                      | (1)   |
| <i>What's My Attribute Rule?</i>           | (2)   |
| <i>What's My Rule? Fishing</i>             | (K-3) |
| <i>Who Am I thinking of?</i>               | (1)   |

### Open Response Items:(Assessment Handbook):

Unit 1: Counting Coins (F&R-2)

Unit 7: Button Dolls (F&R-2)

Unit 9: Factor Patterns (F&R-2)

## Everyday Math Assessment Assistant:

### Everyday Mathematics Grade 3 Goals

#### Patterns, Functions and Algebra

Goal 1: Patterns and Functions

Goal 2: Algebraic Notation

Goal 3: Order of Operations

Goal 4: Properties of the Arithmetic Operations

#### Minute Math +

Basic Routines p. 5-24; Use a graphic organizer for number stories p.79-157 (such as Start-Change-End). Write the number model with a box or “?” for the unknown.

### Reinforcement Suggestions from *Maintaining Concepts and Skills* in Differentiation Handbook

#### F&R - 1, F&R – 2 and F&R - 3

- Have children act out a function machine. See the Readiness activity in Lesson 2.3. (Unit 2)
- Use The “What’s my Rule?” master on page 136 of the Differentiation Handbook to create practice problems. (Unit 1)
- Have children use calculators to complete skip-count patterns. See the Readiness activity in Lesson 4.6. (Unit 4)
- Use the Frames-and-Arrows masters A and B on pages 134 and 135 of the Differentiation Handbook to create practice problems. (Unit 4)
- Have children construct fractions on a grid. See their Readiness activity in Lesson 8.6. (Unit 8)

#### F&R – 4 and F&R - 5

- Have children play *Name That Number* and record number sentences for their solutions. They may need to record number sentences to show separate steps if they do more than one- or two-step solutions. (Unit 4)
- Have children play *Addition Top-It* and use  $<$ ,  $>$ , or,  $=$  to record the results of each round.
- Have children tell number stories, use diagrams to record the symbols and write number models for the stories using a “?” or box for the unknown.