**Third Grade Collaborative Team Meeting**

**December 17, 2020**

**MATH:**

Unit 3: Wrapping up 1,000

Section C: Subtract within 1,000

**PLC Question #1**

What do we want students to know and be able to do?

What priority standard are we working on?

(Have the form where you unpacked the standard.)

3.NBT.A.2

Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place

value, properties of operations, and the relationship between addition and subtraction

Note: Computational fluency is defined as a student’s ability to efficiently and accurately solve a problem

with some degree of flexibility with their strategies.

**PLC Question #2**

How will we know if students have learned it?

When will we assess: Friday, November 6

Will we continue to assess the standard in the future?

Do we need a scoring guide to assess the work?

Will we score together?

**PLC Question #3 (Student names have been removed for application purposes)**

What will we do for students who are not learning?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Barnes | Barclay | Weldon | What instructional strategies will we use to remediate?  | Do we need any additional charts or materials? |
| Lesson 8 | Subtract within 1,000 in a way that makes sense to them. | Kerstin ArnoldAlyssa HoltDawson NashJake RountreeNathaniel StaffordNaomi TaylorStudent Student Names HIdden |  |  |  |  |
| Lesson 9 | Relate base-ten diagrams to written algorithms for subtraction |  |  |  |  |  |
| Lesson 10 | Analyze a subtraction algorithm.Subtract within 1,000 | None | Terrence | None |  |  |
| Lesson 11 | Relate written algorithms to each other using place value understandingSubtract within 1,000 | Kerstin ArnoldGracen CountsBella HillMason TackerNaomi TaylorAaron TaylorLindey Toler |  | Julian GonzalezKali GonzalezBria JonesAdellyn PierceLillian Russell |  |  |
| Lesson 12 | "Relate written algorithms to each other using place value understanding.Subtract within 1,000" |  |  |  |  |  |
| Lesson 13 | Subtract within 1,000 using strategies or algorithms based on numbers in the problem | Gracen CountsBella HillDawson Nash | Damion DanielsJacey GoldmanDennis TuckerTerrence Wilchie | None |  |  |

**PLC Question #4**

What will we do for the students who are already proficient?

What activities and lessons will we use to extend the learning for students who have mastered these learning targets?

Suggested Centers

* The Least and Greatest of them All, Stage 2: Subtract within 1,000
* Place Value Targets, Stage 2: Subtract within 1,000