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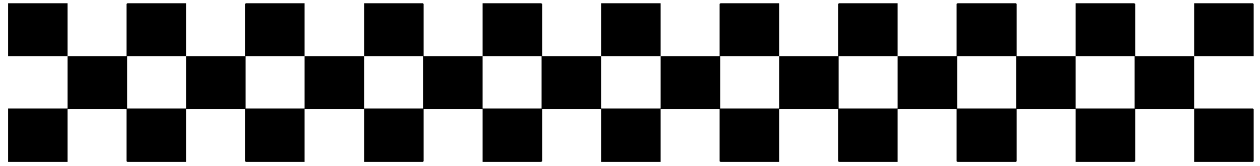
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Doggie Bags



Doggie Bags for 3rd Grade Mathematics

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Doggie Bags

Too busy to make up engaging Reading and/or Math activities and games that immediately capture students' interests while reinforcing each of the reading/mathematical skills? Order Reading or Math Doggie Bags with all of your games on cardstock, laminated, and packaged in sturdy, clear plastic bags.

These games specifically address Bloom's Taxonomy thinking skills of:

Application – game players will problem solve, use rules of procedure, generalize their thinking by applying the principals, ideas and results/outcome of one situation to another.

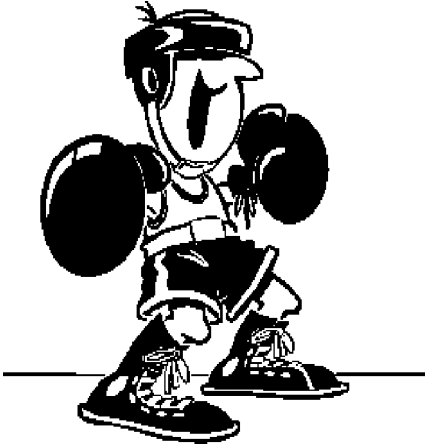
Analysis – game events are used to show how skills are organized and their relationships to each other.

Synthesis – game participants will use original and divergent thinking skills in order to rise to the challenge and achieve the success of winning.

Doggie Bags are a Parent Involvement piece that can be taken home to give parents the opportunity to help with their children's learning in a fun atmosphere.

Objective: Students will demonstrate an understanding of rounding using subtraction

“Round” 4



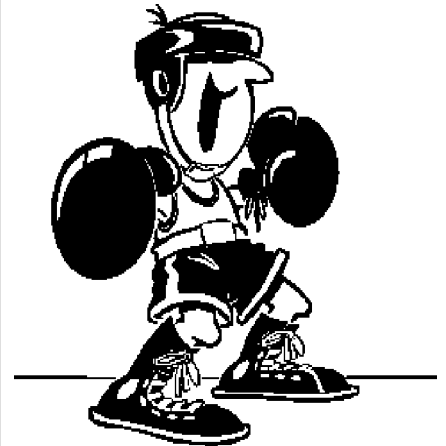
Group size: two students

Materials: problems pages 39-43; game board page 38; markers

Before class: Make copies and cut out the problems for each group (laminated for durability) and place in a zipper bag. Make copies of game boards for each group.

Directions:

- The player with least amount of letters in his/her last name goes first.
- Player #1 draws a card. He/She works the problem. Rounding should be used when working the problem.
- When the problem has been completed, the player may put a marker on the game board that represents his/her answer.
- If that number has already been marked out on his/her game board, that problem goes back into the pile of cards and game play goes to the other player.



Teacher Note: Using the following game will reinforce the concept of estimation through rounding and enables the teacher to make a visual assessment of students' progress.

Directions:

- The first student to clear his/her game board is the winner.

Variations of game:

- Have students draw 3 numbers. Same procedure applies. Round to the nearest 100.
- Game board would have to have 100s, 200s, etc.

Objective: Students will demonstrate an understanding of rounding using subtraction

"Round" 4 Game Boards



10	20	30	40	50	60	70	80	90
----	----	----	----	----	----	----	----	----

10	20	30	40	50	60	70	80	90
----	----	----	----	----	----	----	----	----

10	20	30	40	50	60	70	80	90
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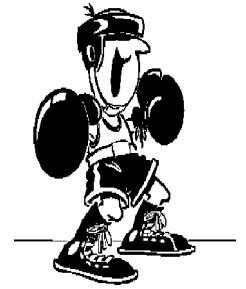
10	20	30	40	50	60	70	80	90
----	----	----	----	----	----	----	----	----

10	20	30	40	50	60	70	80	90
----	----	----	----	----	----	----	----	----

10	20	30	40	50	60	70	80	90
----	----	----	----	----	----	----	----	----

Objective: Students will demonstrate an understanding of rounding using subtraction

Problem Cards

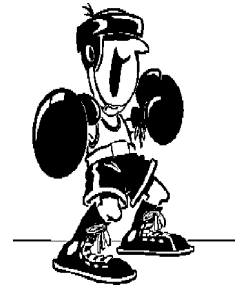


"Round" 4

$\begin{array}{r} 94 \\ - 42 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ - 31 \\ \hline \end{array}$
$\begin{array}{r} 79 \\ - 33 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ - 8 \\ \hline \end{array}$
$\begin{array}{r} 97 \\ - 11 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ - 68 \\ \hline \end{array}$

Objective: Students will demonstrate an understanding of rounding using subtraction

Problem Cards



"Round" 4

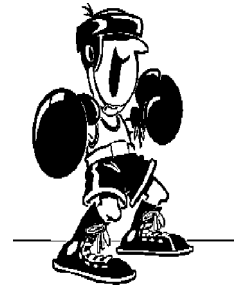
$\begin{array}{r} 57 \\ - 49 \\ \hline \end{array}$	$\begin{array}{r} 71 \\ - 29 \\ \hline \end{array}$
$\begin{array}{r} 83 \\ - 24 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ - 14 \\ \hline \end{array}$
$\begin{array}{r} 97 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 19 \\ \hline \end{array}$

Game #4

Estimation

Objective: Students will demonstrate an understanding of rounding using subtraction

Problem Cards



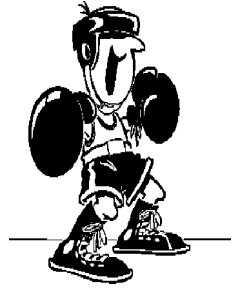
"Round" 4

$\begin{array}{r} 76 \\ - 53 \\ \hline \end{array}$	$\begin{array}{r} 97 \\ - 18 \\ \hline \end{array}$
$\begin{array}{r} 93 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ - 13 \\ \hline \end{array}$
$\begin{array}{r} 77 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ - 27 \\ \hline \end{array}$

Objective: Students will demonstrate an understanding of rounding using subtraction

Problem Cards

“Round” 4



$\begin{array}{r} 76 \\ - 44 \\ \hline \end{array}$	$\begin{array}{r} 71 \\ - 28 \\ \hline \end{array}$
$\begin{array}{r} 51 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 29 \\ \hline \end{array}$
$\begin{array}{r} 83 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ - 34 \\ \hline \end{array}$

Objective: Students will demonstrate an understanding of rounding using subtraction

Problem Cards



"Round" 4

$\begin{array}{r} 75 \\ - 48 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ - 28 \\ \hline \end{array}$
$\begin{array}{r} 51 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ - 19 \\ \hline \end{array}$
$\begin{array}{r} 64 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ - 45 \\ \hline \end{array}$