Lesson 17: Does It Make Sense?

Standards Alignments

Addressing	3.OA.D.8
Building Towards	3.OA.D.9

Teacher-facing Learning Goals

- Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Solve two-step word problems using addition and subtraction in a way that makes sense to them.

Student-facing Learning Goals

- Let's decide if our answers make sense.

Lesson Purpose

The purpose of this lesson is for students to use mental computation and estimation strategies such as rounding to decide if answers to two-step word problems make sense.

Previously, students extended their understanding of addition and subtraction within 1,000 and learned how to round to the nearest ten and hundred. In this lesson, students work with two-step word problems and decide if a given answer for a two-step problem is reasonable. Students estimate answers to two-step problems and determine if each other's solutions make sense after they solve two-step word problems in a way that makes sense to them.

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

True or False (Warm-up)

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

Reflect on students' assessment. Are they able to flexibly use different strategies, such as considering the answer in context, rounding, or

Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

estimating? How can you leverage their previous experiences with sense making and rounding to help them keep reasonableness in mind?

Cool-down (to be completed at the end of the lesson)

5 min

Beads in the Bin

Standards Alignments

Addressing 3.OA.D.8

Student-facing Task Statement

In the bin there are 124 beads. Ninety-six more beads are dumped in the bin. Then 53 beads are used to make a bracelet.

Tyler says there are 273 beads in the bin now.

Explain why Tyler's statement doesn't make sense.

Student Responses

Sample response: Tyler's statement doesn't make sense because if about 100 beads are added to 124 beads, that's about 225 beads. Then, about 50 beads are used to make a bracelet, which would take the number back down close to 175 beads. Using 50 beads to make a bracelet would make fewer beads in the bin, not more beads.