

**Grade 3 Unit 3**

Lesson 1

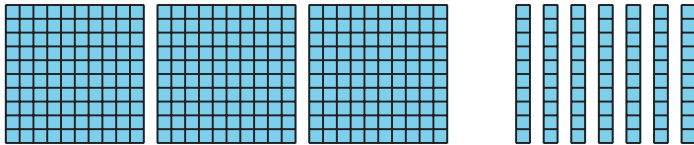
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**Unit 3 Lesson 1: Represent Numbers in Different Ways****WU Which One Doesn't Belong: Numbers within 1,000 (Warm up)**

Student Task Statement

Which one doesn't belong?

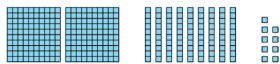
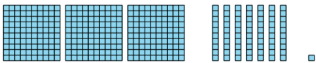
A.

B.  $300 + 70 + 1$ C.  $300 + 60 + 10$ D.  $400 - 30$ **1 Card Sort: Numbers in Their Different Forms**

Student Task Statement

Your teacher will give you a set of cards that show numbers in different forms.

Match the cards that represent the same number. Record your matches here. Be ready to explain your reasoning.

<p>Card Sort: Numbers in Their Different Forms A</p> <p>175</p>	<p>Card Sort: Numbers in Their Different Forms E</p> <p>three hundred twenty-nine</p>	<p>Card Sort: Numbers in Their Different Forms I</p> <p>299</p>
<p>Card Sort: Numbers in Their Different Forms B</p> <p><math>800 + 10 + 3</math></p>	<p>Card Sort: Numbers in Their Different Forms F</p> <p>371</p>	<p>Card Sort: Numbers in Their Different Forms J</p> 
<p>Card Sort: Numbers in Their Different Forms C</p> 	<p>Card Sort: Numbers in Their Different Forms G</p> <p>one hundred seventy-five</p>	<p>Card Sort: Numbers in Their Different Forms K</p> <p>329</p>
<p>Card Sort: Numbers in Their Different Forms D</p> <p>two hundred ninety-nine</p>	<p>Card Sort: Numbers in Their Different Forms H</p> <p>813</p>	<p>Card Sort: Numbers in Their Different Forms L</p> <p><math>100 + 60 + 15</math></p>

## 2 Numbers in Different Forms Round Table

### Student Task Statement

Your teacher will give you a recording sheet.

#### Part 1

1. In Box 1, write a three-digit number. (Pause for your teacher's instructions.)
2. In Box 2, show a way that the number could be decomposed. (Pause for teacher instructions.)
3. In Box 3, show a way that the number could be decomposed that's different from Box 2. (Pause for teacher instructions.)
4. In Box 4, show a way that the number could be decomposed that's different from Boxes 2 and 3.

#### Part 2

1. Look at the different ways your number was decomposed on your recording sheet. What connections do you see between them?
2. Look at all of the recording sheets for your group. What patterns do you notice in the ways the numbers are decomposed?