

## What is *Engaging Mathematics, Volume I: Grade 3*?

**1** An instructional resource featuring 75 Texas Essential Knowledge and Skills (TEKS)-based, classroom-ready mathematics activities that each take approximately 10 to 15 minutes to complete. We took the best activities of the original series, refreshing and revising them, and then added new activities where needed to create a complement for *Engaging Mathematics, Volume II*.

**2** A TEKS-based resource that addresses the majority of the grade 3 mathematics TEKS. *Engaging Mathematics, Volume I* complements *Engaging Mathematics, Volume II*. Both volumes provide—

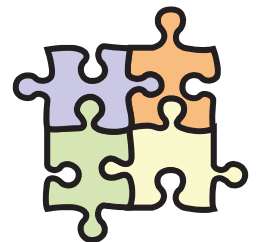
- Rigorous problem-solving tasks;
- Manipulative-based tasks;
- Vocabulary development tasks; and
- Sorting and classifying tasks.

**3** A resource that supports high-quality, research-based practices by providing activities that can be used for various purposes, including—

- Engaging warm-ups and opening tasks that draw students into relevant and challenging mathematics;
- Instructional support for all students to help learners articulate, refine, and retain important mathematical concepts, processes, and skills;
- Short-cycle, formative assessments that provide immediate and ongoing feedback to guide instruction for the teacher and learning for the student; and
- Supplemental tasks to support intervention strategies.

**4** A resource that incorporates the mathematical process standards by promoting—

- Reasoning, generalizing, and problem-solving in mathematical and real-world contexts;
- Modeling, using tools, and connecting representations;
- Analysis; and
- Communication.



# What is found in an Engaging Mathematics TEKS-based activity?

Each activity addresses a specific student expectation that is reflected in the content objective.

Common classroom materials are used for ease of preparation. Materials are listed 1-per-student unless otherwise noted. Page titles for student handouts are represented with bold font.

Students should have continuous access to STAAR® Reference Materials that will be made available for the assessment.

Facilitation questions are provided for teacher use when supporting student thinking and discourse.

**Compare and Order Numbers, Activity 3**  
3(2)(D)

**Activity Objective**  
The student will compare and order numbers.

**Materials**

- **Missing Numbers**

**Facilitation Questions**

- What place value will help you determine a number between 1,703 and 1,253? Why?  
*Since both numbers have a 1 in the thousands place, I would need to use the next biggest place value, the hundreds place.*
- Looking at the hundreds place, what is a number that is less than 700 but greater than 200?  
*Possible answer: Five hundred*
- How many tens and ones do you want in your four-digit number?  
*Possible answer: 3 tens and 8 ones*
- What is your four-digit number? Is it less than 1,703 but greater than 1,253?  
*Possible answer: Yes, my number is 1,562.*

**Answer**  
*Possible answers:*

Greatest		Least
$1,000 + 700 + 3$	1,562	
Least	Greatest	
	3,329	Four thousand
Greatest	Least	
12,051	Ten thousand, two hundred twenty-four	$5,000 + 200 + 6$

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Date: \_\_\_\_\_

**Missing Numbers**


ing value for each comparison using words, models, form, or standard form.

		Least
$700 + 3$		
Greatest	Least	
	3,329	Greatest
Greatest	Least	
	Ten thousand, two hundred twenty-four	Least

An answer key is included for each activity.

Each activity includes an opportunity for students to articulate and summarize aspects of their learning.

**Communicating about Mathematics**  
How could you use a place value chart to justify your answers?



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\_\_\_\_\_

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