

# Math JOURNALS

## number sense and place value MATH JOURNAL PROMPTS

Skip-count by 5s and 10s starting  
Record the next 10 numbers

What would happen if the number zero  
Provide examples.

When could you use skip counting  
Give 3 different examples

Make 3 digit numbers using only the digit

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

## MATH JOURNAL

A student orders these numbers from least to  
greatest: 365, 356, 536, 563, 653, 635.  
Find and explain their mistake.

## number sense and place value JOURNAL PROMPTS

When do you use skip counting in real life.  
Give 3 different examples.

When do you use skip counting in real life.  
Give 3 different examples.

When do you use skip counting in real life.  
Give 3 different examples.

When do you use skip counting in real life.

# Number Sense and Place Value - Grade 3

# 3rd Grade Math Journal Prompts

**G Psacharopoulos**



### 3rd Grade Math Journal Prompts:

*Math Trailblazers*, 2003-07-25 Mathematics program integrating math science and language arts Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project, 2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover **Math Trailblazers 2E G1 Teacher Implementation Guide** Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago, 2004 *Math Trailblazers 2E G4 Teacher Implementation Guide*, 2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instructional units Math Trailblazers 2E G2 Teacher Implementation Guide Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago, 2004 **Applying Differentiation Strategies** Wendy Conklin, 2009-12-30 Give all learners in grades 3 5 the opportunity for successful learning This resource will teach you how to differentiate your lessons through content process and product in order to effectively accommodate all learning levels and styles of learning *The Future of Assessment* Carol Anne Dwyer, 2017-09-25 text This volume stems from the 2003 Educational Testing Service Invitational Conference that convened leading scholars and practitioners from education psychology economics statistics and public policy to discuss the important topic of measurement and accountability The chapters cover all significant aspects of the current accountability scene with careful but not exclusive attention to the No Child Left Behind act Written by nationally recognized scholars with a mandate to write in a non technical style this volume will appeal to anyone seriously interested in school reform and the educational accountability movement Marvelous Minilessons for Teaching Nonfiction Writing K-3 Lori Jamison Rog, 2015-12-11 Today's young learners know more about their world than ever before This remarkable book shows that even our youngest writers can consider audience and purpose as they use nonfiction writing to document their ideas and share those ideas with others But if students are going to be able to use writing to learn they must have opportunities for learning to write That's what this book is for A wealth of hands on minilessons offer strategies for writing informational persuasive and procedural text Each lesson starts with a learning goal and follows an I do we do you do format Teachers will find a wealth of ideas for guiding young students to write about what they know and care about **Teaching Children Mathematics**, 2004 **Thinking Like Mathematicians** Thomas E. Rowan, Barbara Bourne, 2001 Thinking Like Mathematicians reveals that with the right teaching strategies and curricula students can become confident creative and actively involved in the math process Updated for Standards 2000 **Everyday Mathematics: Teacher's lesson guide v. 1** [v.3] **Teacher's lesson guide v. 2**, 2004 Everyday Mathematics Jean F. Bell, University of Chicago. School Mathematics Project, 2007 The core of the Everyday Mathematics program for Grades 1 6

the Teacher's Lesson Guide provides teachers with easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips as well as multilevel differentiation strategies to support all learners Today's Mathematics, Activities and Instructional Ideas James W. Heddens, William R. Speer, 2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 **Everyday Mathematics, Grade 5, Student Math Journal 1** Max Bell, Amy Dillard, UCSMP, Andy Isaacs, James McBride, 2002-12-04 These consumable books provide lesson support material for students to analyze and complete They provide a long term record of each student's mathematical development **Math Advantage, Grade 3** Harcourt Brace Publishing, 1997-06 **The High School Journal**, 1920 **Reading and Writing to Learn Mathematics** Joseph G. R. Martinez, Nancy Conrad Martinez, 2001 Shows K-6 teachers how to teach math using writing and reading lessons and activities in accordance with NCTM standard 2 math as communication Includes classroom examples lessons activities and stories for teachers to show how everyday language skills can transfer to math learning Illustrates how to make writing a meaningful part of cognitive as well as affective development how to use reading and writing in assessment of math skills and how to make reading math assignments more meaningful **Significant Changes and Trends in the Teaching of Mathematics Throughout the World Since 1910**, 1929 *Math Matters* Suzanne H. Chapin, Art Johnson, 2006 Shows teachers the why behind the procedures they teach in elementary math **The Differentiated Math Classroom** Miki Murray, 2007 In every mathematics classroom the need for differentiated instruction is present in many of its acute Students learn at different rates in different ways with different successes and different challenges Instruction must be flexible enough to meet everyone's needs and nurturing enough to not only support growth but also address the frustration that often leads to mathphobia The Differentiated Math Classroom can help make high quality differentiated instruction a classroom reality It's the usable comprehensive resource teachers need to help students of all levels and abilities succeed with math Whether you teach math sixty minutes a day or six periods a day The Differentiated Math Classroom describes both the big ideas of differentiation and the day to day teaching that makes it work Miki Murray and Jenny Jorgensen present everything you need to get started and to help all students meet national standards including ideas for Setting up a classroom to maximize opportunities for differentiation and establish community Getting to know students strengths and needs through high quality assessments Devising anchor activities that help students work independently with meaningful math content while you free up time for individual instruction Creating tiered lessons that scaffold content and provide the flexibility to challenge some students and offer assistance to others Murray and Jorgensen offer practical ideas for planning and designing units that engage students and facilitate learning about important math concepts as well as teaching tools questions for professional reflection and

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