

## Enhancement Activities/Strategies for Gifted/High Ability Learners: Sample Mathematics Learning Plan

### Big Idea/ Topic

- Build Fluency with Addition and Subtraction

### Standard Alignment

- **MGSE3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- **MGSE3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **MGSE3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

### Advanced Research

Plan a family trip to visit a city along each of the major rivers (Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence). You must visit at least 1 state or national park or historical location in or near each of the cities you visit. Create an itinerary showing what you will do in each city and how long you will visit each location. Use a travel planning website or an atlas to calculate the distance between cities in miles. You may add additional stops along your route to visit family, friends, or other locations. Compile your plan and share it with your family and your teacher. (This is a collaborative project that can also be used to support Social Studies Standard **SS3G1**). Locate major topographical features on a physical map of the United States. a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.

### **Communication**

Have the students create and interpret bar graphs and pictographs that relate to the itinerary from the research. They can have graphs to show mileage between state parks, favorite state parks, etc.

### **Critical Thinking and Critical Problem-Solving Skills**

Have the students create their own math word problems that relate to the state parks and multiplication.

### **Creative Thinking and Creative Problem-Solving Skills**

Have the students work a math puzzle together. Then have them cut apart the pieces and solve the multiplication expressions. If students struggle, offer a hint. Once students have had success solving the puzzle, give them the opportunity to create their own puzzle.

### **Awareness of Self—Student's Well-being**

Encourage students to strengthen math fluency using a free online math game. There are many of these to choose. Start by playing in whole group with the teacher leading. Then allow students to take the lead. Once most students are comfortable with the game, have students play independently. Have students keep a record of their score and set goals to improve. Encourage students to determine what steps will help them reach their goal.



Name \_\_\_\_\_

## Family Road Trip

Plan a family trip to visit a city along each of the major rivers (Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence). You must visit at least 1 state or [national park](#) or historical location in or near each of the cities you visit. Create an itinerary showing what you will do in each city and how long you will visit each location. Use a travel planning website or an atlas to calculate the distance between cities in miles. You may add additional stops along your route to visit family, friends, or other locations. Compile your plan and share it with your family and your teacher.

<b>Miles to Get to this Location</b>	<b>Day</b>	<b>City</b>	<b>River</b>	<b>Activities or Places to Visit</b>	<b>Total Miles Traveled</b>
Number of miles from your home city to first location					

Miles to Get to this Location	Day	City	River	Activities or Places to Visit	Total Miles Traveled

Total Number of Miles Traveled \_\_\_\_\_