3rd Grade Math Scope and Sequence Overview 2009-2010

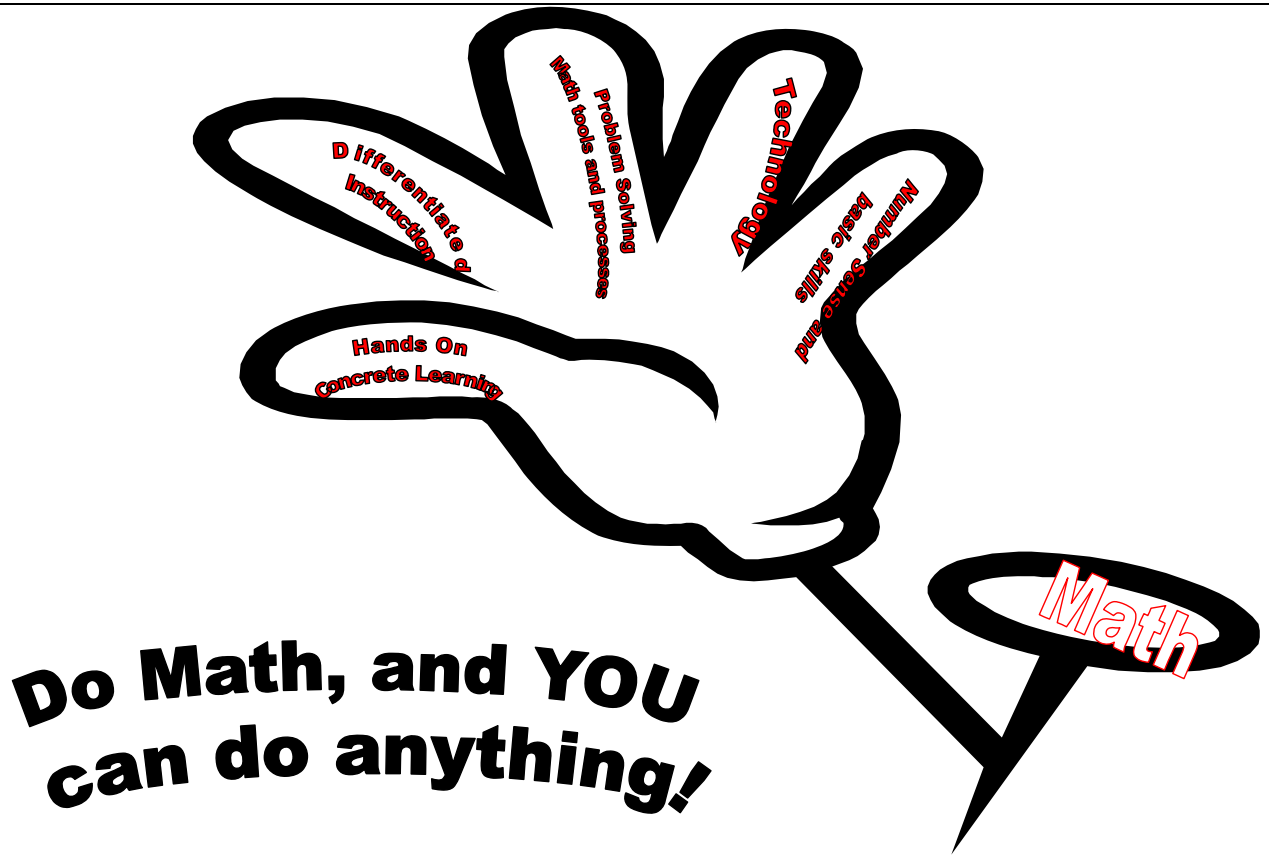
	1st 6wks Aug 24- Oct 2	2nd 6wks Oct 5 - Nov 6	3rd 6weeks Nov 9- Dec 18	4th 6 weeks Jan 5-Feb19	5th 6 weeks Feb 22 - April 16	6th 6 weeks April 19 - June 4
Week One	Measuring Week TIME/Temperature (3.12AB) Rituals and Routines: -Review Routines -Problem Solving -Math Notebook/Journal -Facts Aug. 24- 28 Multiplication 0-1's	Measuring Week Linear Measurement - Perimeter (3.11A-B) Oct 5-9 Multiplication 3's	Measuring Week AREA (3.11C) Nov. 9-13 Multiplication 8's	Measuring Week Weight/Mass (3.11D) Jan 5-8	Geometry (3.9ABC) Feb 22-26	Review for TAKS April 19-23
Week Two	**PS - Logical Reasoning** Place Value-Estimation (3.1 A)(3.5AB) Aug. 31- Sept 4 Multiplication 2's	**PS - Guess & Check** Select operation(+ or -) to solve problems (3.3B) Oct 12-16 Multiplication 4's	Patterns: Multiplication: concrete,pictorial, models, technology (3.6B) Nov.16-20 **Measurement Mania I** Multiplication 9's	Fractions (3.2AB) Jan 11-15	Measuring Week Capacity/Volume (3.11E,F) March 1-5	**Math Projects** (3.14AD) (3.15AB)(3.16B) April 26-30 Math TAKS 27
Week Three	Place Value-Estimation (3.1 B)(3.5AB) Sept. 7-11 Multiplication 5's	Identify,Extend, Predict Patterns (3.6A) Oct. 19-23 Multiplication 6's	**PS - Draw a Picture** Multiplication-Division (3.4ABC)(3.6C) Nov. 30-Dec4 Multiplication 11&12's	**PS - Act it Out** Fractions (3.2CD) Jan 18-22	Review **MOCK TEST** March 8-12	Problem Solving **Draw a Picture** **(3.14BC)** May 3-7
Week Four	**PS - Make a Table** Place Value-Estimation (3.1 C)(3.5AB) Sept. 14-18 Multiplication 10's	**PS - Look for a Pattern** Patters: Table of related numbers (3.7AB) Oct.26-30 Multiplication 6&7's	Multiplication-Division (3.4ABC)(3.6C) Dec. 7-11 Multiplication 11&12's	Probability (3.13C) Jan 25-29 **Math Bowl 28**	**PS - Make it Simpler** Number lines/Examples and Nonexamples (3.10) (3.16A) March 22-26	Problem Solving **Make a Table** **(3.14BC)** May 10-14
Week Five	Model Addition-Estimation (3.3A) (3.5AB) Sept. 21-25 Multiplication doubles	Data and Graphs (3.13AB) Nov. 2- 6 Multiplication 7's	Fact Families - Division Review and Benchmark Dec. 14-18 Multiplication Review	Probability (3.13C) Feb. 1-5	Review for TAKS March 29-April 2	Preparing for Measuring Madness Open-ended Test (3.14BC) (3.16B) May 17-21
Week Six	Review and Benchmark Sept. 28-Oct 2 Multiplication Review			**PS - Make a List** Geomety: 3D-2D attributes (3.8) Feb. 8-12	Review for TAKS April 5-9	**Measurement Mania II** May 24-28
Week seven				Geometry (3.9ABC) Feb. 15-19	Review for TAKS April 12-16	Multiplication -Division (3.4A) May 31-June4

Spiral throughout the year- Problem Solving,

Instructional Levels: I - Introduced D- Developed M- Mastered T- Tested and R - Retaught

Math Principles for Clint ISD 2009-2010

The math curriculum at CLINT ISD operates under these **five principles.**



Math lessons need to reflect these five components.

Underlying Processes and Mathematical Tools

The following TEKS are to be taught from day one in the classroom and need to be to increase the mathematical thinking of the students.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
(K.13) Underlying processes and mathematical tools. The student **applies** Kindergarten mathematics **to solve** problems connected to everyday experiences and activities in and outside of school. The student is expected to:	**(1.11)** Underlying processes and mathematical tools. The student **applies** Grade 1 mathematics **to solve** problems connected to everyday experiences and activities in and outside of school. The student is expected to:	**(2.12)** Underlying processes and mathematical tools. The student **applies** Grade 2 mathematics **to solve** problems connected to everyday experiences and activities in and outside of school. The student is expected to:	**(3.14)** Underlying processes and mathematical tools. The student **applies** Grade 3 mathematics **to solve** problems connected to everyday experiences and activities in and outside of school. The student is expected to:	**(4.14)** Underlying processes and mathematical tools. The student **applies** Grade 4 mathematics **to solve** problems connected to everyday experiences and activities in and outside of school. The student is expected to:	**(5.14)** Underlying processes and mathematical tools. The student **applies** Grade 5 mathematics **to solve** problems connected to everyday experiences and activities in and outside of school. The student is expected to:
(A) Identify mathematics in everyday situation			**(A) Identify** mathematics in everyday situation **(MT)**		
(B) solve problems with guidance, that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness			**(B) solve** problems with guidance, that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness **(MT)**		
(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in	**(C) select or develop** an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem		**(C) select or develop** an appropriate problem-solving plan or strategy, **including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out,** making a table, working a simpler problem, or working backwards to solve a problem		
(D) use tools such as real objects, manipulatives, and technology **to solve** problems			**(D) use** tools such as real objects, manipulatives, and technology **to solve** problems **(RM)**		
(K.14) Underlying processes and mathematical tools. The student **communicates** about Kindergarten mathematics **using** informal language. The student is expected to:	**(1.12)** Underlying processes and mathematical tools. The student **communicates** about Grade 1 mathematics **using** informal language. The student is expected to:	**(2.13)** Underlying processes and mathematical tools. The student **communicates** about Grade 2 mathematics **using** informal language. The student is expected to:	**(3.15)** Underlying processes and mathematical tools. The student **communicates** about Grade 3 mathematics **using** informal language. The student is expected to:	**(4.15)** Underlying processes and mathematical tools. The student **communicates** about Grade 4 mathematics **using** informal language. The student is expected to:	**(5.15)** Underlying processes and mathematical tools. The student **communicates** about Grade 5 mathematics **using** informal language. The student is expected to:
(A) communicate mathematical ideas **using** objects, words, pictures, numbers, and technology	**(A) explain and record** observations **using** objects, words, pictures, numbers, and technology		**(A) explain and record** observations **using** objects, words, pictures, numbers, and technology **(RM)**		
(B) relate everyday language **to** mathematical language and symbols			**(B) relate** informal language to mathematical language and symbols **(MT)**		
(K.15) Underlying processes and mathematical tools. The student is expected to:	**(1.13)** Underlying processes and mathematical tools. The student is expected to:	**(2.14)** Underlying processes and mathematical tools. The student is expected to:	**(3.16)** Underlying processes and mathematical tools. The student **uses** logical reasoning. The student is expected to:	**(4.16)** Underlying processes and mathematical tools. The student **uses** logical reasoning. The student is expected to:	**(5.16)** Underlying processes and mathematical tools. The student **uses** logical reasoning. The student is expected to:
			(A) make generalizations from patterns or sets of examples and nonexamples **(MT)**		
The student **uses** logical reasoning. The student is expected **to justify** his or her thinking **using** objects, words, pictures, numbers and technology.			**(B) justify** why an answer is reasonable and **explain** the solution process **(RM)**		

Assumptions

- ►Mathematic processes and tools will be used everyday in the classroom by teachers and students.
- ►Open-ended assessments will be given to students three times a year and student growth charts will be kept to be review throughout the year.
- ► Review boards are expected to be used weekly by teachers and students.
- ► Mathematic lessons are planned and implemented under the district five principles. (See Principle section)
- ► 15-30-45 Model with 90 minute block

3rd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week One - August 24-28 Time and Temperature

Standards	Inst. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.12) Measurement. The student reads and writes time and **measures** temperature in degrees Fahrenheit **to solve** problems. The student is expected to: **(A) use** a thermometer **to measure** temperature; and **(B) tell and write** time shown on analog and digital clocks.	**3.12A MT** **3.12B MT**	**3.12A** **Use** a thermometer **to measure** temperature **3.12B** **Tell** and **write** time shown on: 1. analog clocks 2. digital clocks	Farenheit degrees temperature thermomether increase decrease hour minute second A.M. P.M. midnight noon before after between passed quarter hour half hour analog clock digital clock	**3.12A** **Grade 2:** (2.10A) read a thermometer to gather data **Grade 4:** (4.12A) use a thermometer to measure temperature and changes in temperature (in degrees Fahrenheit and Celsius). **3.12B** **Grade 2:** (2.10 B) read and write times shown on analog and digital clocks using five-minute increments **Grade 4:** (4.12B) use tools, such as a clock with gears or a stopwatch, to solve problems involving elapsed time	Show different thermometers to the students and ask. Which thermometer shows 72º F? A deliverery truck was supposed to deliver a new bed between 2:15 and 3:00 P.M. Draw a clock that shows a time between 2:15 and 3:00 P.M..	**Temperature** **HSP** Chapter 19: Lesson 19.8 - 19.9 **ThinkMath** Chapter 13: Lesson 1 page 247 Lesson 8 page 261 practice book page 100 **Time** **HSP** Chapter 6 Lesson 6.1 - 6.5 **EDM** Lesson 1.4 **ThinkMath** Chapter 13: Lesson 2 page 249 Lesson 3 page 251 Practice book page 101-102 **United Streaming:** Math Monsters: time (k-2)

Since Multiplication facts will be covered since the first week, teachers need to make sure they are exploring the patterns found in the multiplication facts. (3.6B)

Every teacher in Clint ISD needs to set up a method to review math concepts throughtout the year.
Example: Review Board, Calendar math with skills incorported in it, Mountain Math,

This needs to be set up NO later than the first week of school.

3rd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week Two - August 31-September 4- Place Value

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample questions	Resources/ Materials
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. **(A) use** place value to **read, write** (in symbols and words), and **describe** the value of whole numbers through 999,999 3.5 A-B See next page Problem Solving Strategy: Logical Reasoning	**3.1A** **IDMT**	**3.1A** **Use** place value: 1. to read 2. to write (in symbols and words) 3. to describe the value of whole numbers through 999,999.	place value whole number decimal compare order standard form expanded form written form digits base-ten blocks number line even odd maximum minimum	**Grade 2:** (2.1B) use place value to read, write, and describe the value of whole numbers to 999 **Grade 4:** (4.1A) use place value to read, write, compare, and order whole numbers through 999,999,999	How is the numeral 620,504 written in words?	**HSP** Chapter 1: Lesson 1.4-1.6 **EDM** **Unit 5: Lesson 5.1 - 5.2, 5.5** Game: Number Top It (5 digit number) Student Reference Book page 226 Available on line too. **ThinkMath** Chapter 5 : Extension book E35 Chapter 4: Lesson 7 p18 Lesson 6 Place value game Chapter 14 Extension E108 Practice book 108

3rd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks -On Going TEKS Week two, three and four - Aug 31 - September 25 - Estimation

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample questions	Resources/ Materials
(3.5) Number, operation, and quantitative reasoning. The student estimates **to determine** reasonable results. The student is expected to: **(A) round** whole numbers to the nearest ten or hundred **to approximate** reasonable results in problem situations; and **(B) use** strategies including rounding and compatible numbers **to estimate** solutions to addition and subtraction problems	**3.5A** **IDMT** **3.5B** **IDMT**	**3.5A** **Round** whole numbers to the nearest ten or hundred to approximate reaonable results in problem situations **3.5B** **Use** strategies **to estimate** solutions to: 1. addition problems 2. subtraction problems Strategies include: 1. rounding 2. compatible numbers	estimate reasonable round approximate compatible # result around how much	**3.5A** **No prior mention of standard.** **3.5B** **No prior mention of standard.**	The temperature in the morning was 51° F. The temperature in the afternoon was 86° F. Write a number sentence that shows the best way to estimate how many degrees the temperature changed. The school auditorium has 99 seats. People are sitting in 68 of the seats. What is the best estimate of the number of seats that do NOT have people sitting in them?	**HSP** Chapter 2: Lesson 2.4 - 2.6 Chapter 3; Lesson 3.3 Chapter 4: Lesson 4.2 **EDM** Lesson 7.7 **ThinkMath** Chapter 5 Extension Book E36, E38 Lesson 2 page 87 **United Streaming:** Math Monsters: Estimation

3rd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week Three - September 7-11 - Place Value

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample questions	Resources/ Materials
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: **(B) use** place value to **compare and order** whole numbers through 9,999 3.5 A-B See previous page	**3.1B** **IDMT**	**3.1B** **Use** place value: 1. to compare 2. to order whole numbers through 999,999.	compare order equal to greater than less than between before after fewer least to greater greater to least twice as many double	**Grade 2:** (2.1B) use place value to read, write, and describe the value of whole numbers to 999 **Grade 4:** (4.1A) use place value to read, write, compare, and order whole numbers through 999,999,999	Which number is between 7,588 and 9,538? 7,588 | | 9,538	**HSP** Lesson 2.1 - 2.3 **EDM** Lesson 5.2 Games: Number Top It Student reference book p 226 **ThinkMath** Lesson 1 page 85 Review Model page 21 practice p35 spiral review SR41

3rd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week Four - September 14-18- Place Value

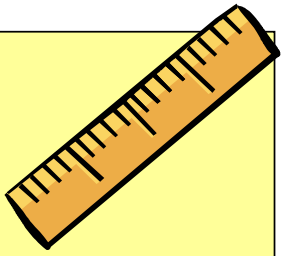
Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample questions	Resources/ Materials
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money **(C) determine** the value of a collection of coins and bills. 3.5 A-B See previous page Problem Solving Strategy: Make a Table	**3.1C** **IDMT**	3.1C **Determine** the value of a collection of: 1.coins 2. bills	value coins bills equivalent decimal point dollar cents amount count compare spend earn save change remain fewest amount of coins	**Grade 2:** (2.13 D) determine the value of a collection of coins up to one dollar **Grade 4:** (4.1B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models	Write the value of a set of coins.	**HSP** Chapter 5 Lesson 5.1 -5.4 **EDM** Lesson 7.7 (estimating costs) **ThinkMath** Chapter 4 Explore page 11 **United Streaming** Math Mastery: Addition Lesson 5: Adding dollars and cents

3rd Grade Math Scope and Sequence Overview 2009-2010						
First Six Weeks - Week Five - September 21-25						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample questions**	**Resources/ Materials**
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: **(A) model** addition and subtraction using pictures, words, and numbers 3.5 A-B See previous page	**3.3A** **MT**	**3.3A** **Model** addition and subtraction using: 1. pictures 2. words 3. numbers	fact family addition addend sum subtraction subtrahend minuend difference number sentence commutative property identity property associative property inverse operations increase decrease -er/ -est comparison words	**Grade 2:** (2.3 B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers **Grade 4:** (4.3A) use addition and subtraction to solve problems involving whole numbers	At Monroe Elementary, 20 students entered the cafeteria at 12:00. At 12:15, 22 more students came to the cafeteria, and at 12:30, 17 more students arrived. Write a number sentence that can be used to find how many students were in the cafeteria from 12:00 to 12:30?	**HSP** Chapter 3: Lessons 3.1,3.2,3.5 Chapter 4: Lessons 4.1,4.4 **EDM** Lesson 2.5 (Change number stories) Lesson 2.1 (Fact Families) **ThinkMath** 1.1 p 1-2 1.2 p 3-4 1.3 p 5-6

3rd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week Six - September 28-October 2 - Review and Benchmark

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample questions	Resources/ Materials



Students will be able to:

1. use a thermometer to measure temperature. (Fahrenheit only)
2. tell time shown on analog and digital clocks.
3. write time shown on analog and digital clocks.
4. use place value to read the value of whole numbers through 999,999
5. use place value to write (in symbols and words) the value of whole numbers through 999,999
6. use place value to describe the value of whole numbers through 999,999
7. round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations
8. use strategies including rounding and compatible numbers to estimate solutions to addition problems
9. use strategies including rounding and compatible numbers to estimate solutions to subtraction problems
10. use place value to compare whole numbers through 9,999.
11. use place value to order whole numbers through 9,999
12. determine the value of a collection of coins and bills.
13. model addition using pictures, words, and numbers
14 model subtraction using pictures, words, and numbers

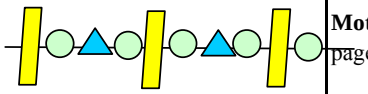
Remember that these skills need to be reviewed and supported throughout the year with our Review Boards.

3rd Grade Math Scope and Sequence Overview 2009-2010						
Second Six Weeks - Week One - October 5-9 - Linear Measurement/Perimeter						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.11) Measurement. The student directly **compares** the attributes of length, area, weight/mass, and capacity, and **uses comparative language** to solve problems and answer questions. **The student selects and uses standard units to describe** length, area, capacity/volume, and weight/mass. The student is expected to: **(A) use** linear measurement tools **to estimate and measure** lengths using standard units; (B) use standard units to find the perimeter of a shape	**3.11A MT** **3.11B MT**	**3.11A** **Use** linear measurement tools: 1. to estimate lengths using standard units 2. to measure lengths using standard units **3.11B** **Use** standard units **to find** the perimeter of a shape	length foot yard mile inch centimeter meter kilometer	**3.11A** **Grade 2:** (2.9 A) identify concrete models that approximate standard units of length and use them to measure length **Grade 4:** (4.11A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric) and customary 3.11B Grade 2: (2.9 A) identify concrete models that approximate standard units of length and use them to measure length **Grade 4:** (4.11A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric) and customary	Which measurement best describes the length of a bed? Which measurement best describes the length of a boot?	**HSP** Pages 436-447 Lessons: 19.1 - 19.4 EDM Pages 164-190 ThinkMath Workbook Chapter 10 pages 187-189 and 193-194

3rd Grade Math Scope and Sequence Overview 2009-2010						
Second Six Weeks - Week Two - October 12-16- select operation						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: **(B) select** addition or subtraction and **use** the operation to solve problems involving whole numbers through 999.	**3.3B** **IDMT**	**3.3B** **Select and use** 1. addition 2. subtraaction **to solve** problems involving whole numbers through 999.	sum difference estimate	**3.3B** **Grade 2:** (2.3C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary **Grade 4:** (4.3A) use addition and subtraction to solve problems involving whole numbers	Peggy's parents spent $73 at the shoe store. Peggy's shoes cost $24, and her sister Sharon's shoes also cost $24. The rest of the money was spent on her brother Logan's shoes. How much was spent on Logan's shoes?	**HSP** Lessons: 3.1, 3.2, 3.4, 3.5, 3.6 pages 56-59 and 62-67 Lesson 4.1, 4.3, 4.4, 4.5, 4.6 Pages 84-85 and 88-94 **EDM** Pages 92-146 **ThinkMath** Chapter 5 pages 89-108 workbook pages 22-26 practice pages **Motivation Math** pages 35-46

3rd Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - Week Three - October 19-23- Patterns

Standards	Inst. Level	Concepts	Vocabulary	Prerequisites	Sample Questions	Resources/ Materials
(3.6) Patterns, relationships, and algebraic thinking. The student **uses patterns to solve problems.** The student is expected to: **(A) identify and extend** whole-number and geometric patterns **to make predictions and solve** problems	**3.6A** **MT**	**3.6A** **Identify and extend**: 1. whole-number patterns **to make predictions** 2. whole-number patterns **to solve problems.** 3. geometric patterns to **make predictions** 4. geometric patterns to **solve problems.**	pattern rule repeating pattern unit extend predict	**3.6A** **Grade 2:** (2.6B) identify patterns in a list of related number pairs based on a real-life situation and extend the list **(2.6C)** identify, describe and extend repeating and additive patterns to make predictions and solve problems **Grade 4:** **No reference**	Geraud was making a friendship bracelet. The picture shows the beads he has put on his bracelet so far. If the pattern continues, what are the next 3 beads Geraud should add to his bracelet? 	**HSP** Lessons: 8.1-8.5 pages 176-189 **EDM** Pages 104-108 **ThinkMath** Chapter 1 pages 8-20 workbook **Motivation Math** pages 71-88 **Count On It** pages 34-37

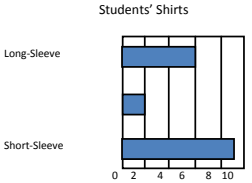
3rd Grade Math Scope and Sequence Overview 2009-2010

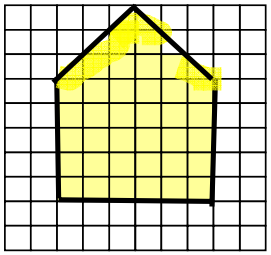
Second Six Weeks - Week Four - October 26-30- Patterns

Standards	Inst. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.7) Patterns, relationships, and algebraic thinking. The student **uses** lists, tables, and charts **to express patterns and relationships**. The student is expected to: **(A) generate** a table of paired numbers based on a real-life situation such as insects and legs; and **(B) identify and describe** patterns in a table of related number pairs based on a meaningful problem and **extend** the table. Problem Solving Strategy: Look for a Pattern	**3.7A MT** **3.7B MT**	*3.7A* *Generate* a table of paired numbers based on a real-life situations. Such as: insects and legs **3.7B** *Identify* patterns in a table of related number pairs based on a meaningful problem *Extend* the table	pattern rule repeating pattern unit growing pattern table list chart related pairs relationship extend	**3.7A** **2nd grade:** **(2.6A)** Generate a list of paired numbers based on a real-life situation such as number of tricycles related to the number of wheels. **4th grade:** **No reference found** **3.7B** **Grade 2:** **No reference found** **Grade 4;** (4.7)describe the relationship between two sets of related data such as ordered pairs in a table	Each professional baseball game has 9 innings. Create a table that shows the number of innings in 3, 5 and 9 professional baseball games? Nancy is making necklace with an equal number of beads on each necklace. The table below shows the number of beads that she needs for different numbers of necklaces. How many beads does Nancy need for 6 necklaces? necklaces. / beads 4 / 36 5 / 45 6 / 7 / 63 8 / 72	**Motivation Math pages** 89-100 **Count On It** pages 38-40

3rd Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - Week Five - November 2-6 - Data and Graphs

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.13) Probability and statistics. The student solves problems **by collecting, organizing, displaying, and interpreting** sets of data. The student is expected to: **(A) collect, organize, record, and display** data in pictographs and bar graphs where each picture or cell might represent more than one piece of data; **(B) interpret** information from pictographs and bar graphs	**3.13A MT** **3.13B MT**	**3.13A** **Organize, record, and display** data in pictographs and bar graphs where each picture or cell might represent more than one piece of data. **3.13B** **Interpret** information from pictographs and bar graphs.	data information pictograph bar graph tallies frequency key represents	**3.13A** **Grade 2:** (2.11A) construct picture graphs and bar-type graphs **Grade 4:** No reference **Grade 5:** (5.13C) graph a given set of data using an appropriate graphical representation such as a picture or line graph **3.13B** **Grade 2:** (2.11B) draw conclusions and answer questions based on picture graphs and bar-type graphs **Grade 4:** (4.13B) interpret bar graphs	Rob made the graph below to show how many students wore each kind of shirt to school on Monday. What information does Rob need to complete the graph?  	**HSP** Lessons 7.1 - 7.5 pages 152-164 **EDM:** pages 35-38 **ThinkMath** Workbook chapter 8 pages 149-170 **Count On It:** pages 58-63 pages 82-87

3rd Grade Math Scope and Sequence Overview 2009-2010						
Third Six Weeks - Week One - November 9-13 - Measuring Week - Area						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.11) Measurement. The student directly **compares the attributes** of length, area, weight/mass, and capacity, and **uses comparative language to solve** problems and **answer** questions. The student **selects and uses** standard units **to describe** length, area, capacity/volume, and weight/mass. The student is expected to: (C) **use** concrete and pictorial models of square units **to determine** the area of two-dimensional surfaces	**3.11C** **MT**	**3.11C** *Use* pictorial models of swuare units to determine the area of 2D surfaces	area shaded unshaded square unit	**3.11C** **Grade 2:** (2.9 B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface **Grade 4:** (4.11 A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units	Lily made the following design on graph paper. If each square measures 1 square inch; what is the area of the shaded part of the design? 	**HSP** Lessons 21.3 and 21.4 pages 492-495 **Think Math** Find area page 781-782 **EDM** Lessons 3.5 TE page 189 math journal page 73 **Motivation Math** pages 137 - 142

3rd Grade Math Scope and Sequence Overview 2009-2010						
Third Six Weeks - Week Two - November 16-20 Patterns in multiplication fact using concrete pictorial, models, technology						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to: **(B) identify** patterns in multiplication facts **using** concrete objects, pictorial models, or technology	**3.6B** **MT**	**3.6B** **Identify** patterns in multiplication facts **using** pictorial models. Problem Solving Strategy: Working Backwards	multiple pattern facts	**3.6B** **Grade 2:** **No reference to standard** **4th Grade:** (4.6 B)use patterns to multiply by 10 and 100	A zookeeper feeds bananas to the monkeys at the zoo. She counts the bananas in groups of 7. which list shows only numbers the zookeeper counts? A. 14,21,26,36,42 B. 14,21,28,35,42 C. 7,12,17,22,27 D. 7,17,27,37,47	**HSP** 12.6: Hundreds Chart 10.3 - 6's x 11.3 - 7's x 11.1 - 8's x **Think Math** chapter 6 **Intenet** math.drills.com about.com (timestables in 21 days) Problem Solving: Working Backwards **Problem Solver II** pages 9,10,51,52,53,29,30,81,82,83 **Count on It** Lesson 3 page 26 **ThinkMath** Chapter 3 Lesson9

Since Multiplication facts have been introduced and practice since week one, this should be a review but also a good time to make sure ALL students understand the patterns with in the multiplication facts.

3rd Grade Math Scope and Sequence Overview 2009-2010

Third Six Weeks - Week three, four and Five - November 30- Dec 18 Multiplication -Division Page 1

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to: **(A) learn and apply** multiplication facts through 12 by 12 **using** concrete models and objects; **(B) solve and record** multiplication problems (up to two digits times one digit); and **(C) use** models **to solve** division problems and **use** number sentences **to record** the solutions.	**3.4A IDM** **3.4B MT** **3.4C MT**	**3.4B** **Solve and record** multipication problems (up to two digits times one digit) **3.4C** **Use** models **to solve** division problems and **Use** number sentences to record the solutions. Problem Solving Strategy: Draw a Picture	multiplication multiply array factor product Properties of Multiplication: 1. commutative 2. identity 3. Zero 4. Associative divide dividend divisor quotient remainder fact family	**3.4A** **Grade 2:** (2.4A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined **Grade 4:** (4.4C) recall and apply multiplication facts through 12x12 **3.4B** **Grade 2** No prior reference **Grade 4** (4.4D) use multiplication to solve problems (no more than twodigits times two-digits without technology) **3.4C** **Grade 2** (2.4B) model , create, and describe division situations in which a set of concrete objects is separated into equivalent sets **Grade 4** (4.4E) use division to solve problems (no more than onedigit divisors and three-digit dividends without technology)	Rachael counted 8 apartment buildings in her neighborhood. Each building had 10 apartments. Some apartments had 2 bedrooms. What was the total number of apartments in her neighborhood? Ben wants to show 15 pictures he took on a class field trip. He will put an equal number of pictures on 3 posters. Write a number sentence that will show how many pictures Ben should put on each poster?	**HSP** 9.1 Addition/multiplication 9.2 arrays 10.4 - 0's,1's,2's,3's,4's,5's,6's,10's 11.2 -9's 11.4 - 0's - 10's **Think Math** chapter 2,9,12,15 **Motivation math** pages 47-52 Problem Solving: Draw a Picture **Problem Solver II** pages 15,16,21,22,31,32,35,36,60,61,62,69,70, 71,84,85,86,90,91,92,94,97,99, **Count on It** Lesson 2 page 18 **HSP** Lesson 9.6 ThinkMath chapter 2 lesson 12 Chapter 15 Lesson 9

3rd Grade Math Scope and Sequence Overview 2009-2010

Third Six Weeks - Week three, four and Five - November 30- Dec 18 Multiplication -Division Page 2

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to: **(C) identify** patterns in related multiplication and division sentences (fact families) such as 2 x 3 = 6, 3 x 2 = 6, 6 , 2 = 3, 6 , 3 = 2	**3.6C** **IDTM**	**3.6C** **Identify** patterns in related multiplication and division sentences (fact families) **Such as:** 2x3=6, 3x2=6, 6:2=3, 6:3=2	multiplication multiply array factor product Properties of Multiplication: 1. commutative 2. identity 3. Zero 4. Associative divide dividend divisor quotient remainder fact family	**3.6C** **Grade 2:** **No prior reference** **Grade 4:** (4.6A) use patterns and relationships to develop strategies to remember basic multiplication and division facts such as the patterns in related multiplication and division number sentences (fact families) such as 9x9=81 and 81÷9=9	Karen caught 5 spiders. Each spider had 8 legs. Write a number sentence that is in this fact family. Yolanda saw 4 volleyball teams playing. Each team had 6 players, for a total of 24 players. Which number sentence is not in the same fact family as the others?	**HSP** Lessons 13.1, 13.3 Lessons 13.2 Lessons 14.1, 14.3 Lessons 14.2, 15.1 **Motivation Math** page 53-58

3rd Grade Math Scope and Sequence Overview 2009-2010

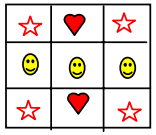
Third Six Weeks - Week Five- December 14-18 fact family/ division

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
Students will be able to: 1. use linear measurement tools to estimate lengths using standard units; 2. use linear measurement tools to measure lengths using standard units; 3. use standard units to find the perimeter of a shape 4. select addition and use the operation to solve problems involving whole numbers through 999. 5. select subtraction and use the operation to solve problems involving whole numbers through 999. 6. identify and extend whole-number to make predictions 7. identify and extend whole-number to solve problems 8. identify and extend geometric patterns to make predictions 9. identify and extend geometric patterns to solve problems 10 generate a table of paired numbers based on a real-life situation such as insects and legs 11. identify patterns in a table of related number pairs based on a meaningful problem and extend the table. 12.describe patterns in a table of related number pairs based on a meaningful problem and extend the table. 13. collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data 14. interpret information from pictographs and bar graphs 15 identify patterns in multiplication facts using concrete objects, pictorial models, or technology 16. learn and apply multiplication facts through 12 by 12 using concrete models and objects; 17. solve and record multiplication problems (up to two digits times one digit); 18. use models to solve division problems and use number sentences to record the solutions. 19.. identify patterns in related multiplication and division sentences (fact families) such as 2 x 3 = 6, 3 x 2 = 6, 6 ¸ 2 = 3, 6 ¸ 3 = 2 Remember that these skills need to be reviewed and supported throughout the year with our Review Boards.						See math-drills.com HSP Lesson 15.2 Lesson 15.4 Lesson 15.5 Lesson 15.6 Lesson 13.4 and 13.5 **Motivation math** pages 53-58 **ThinkMath** Chapter 9 Lesson2

3rd Grade Math Scope and Sequence Overview 2009-2010						
Fourth Six Weeks - Week One - January 5-8 Measuring Week Weight/Mass						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.11) Measurement. The student directly **compares the attributes** of length, area, weight/mass, and capacity, and uses comparative language to **solve problems** and **answer questions.** The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to: (D) **identify** concrete models that **approximate** standard units of weight/mass and **use** them **to measure** weight/mass	**3.11D** **IDM**		weight ounce pound mass gram kilogram mass	**3.11D** **Grade 2** (2.9D) select a non-standard unit of measure, such as beans or marbles, to determine the weight/mass of a given object **Grade 4** **No future reference**		**HSP** Lessons 19.6 and 21.4 pages 450-451 **Think Math** Page 1006 **EDM** Lessons 10.4 TE page 757-761

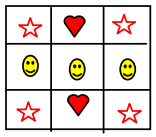
3rd Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - Week Two - January 11-15 Fractions

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
3.2 Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to **describe** fractional parts of whole objects or sets of objects. The student is expected to: (A) **construct** concrete models of fractions; (B) **compare** fractional parts of whole objects or sets of objects in a problem situation **using** concrete models	**3.2A** **RM** **3.2B** **MT**	**3.2B** **Compare** fractional parts: 1. of whole objects 2. of sets of objects in a problem situation	less than more than greater than denominator numerator whole object sets equal parts	**3.2A** **Grade 2** (2.2A) Use concrete models to represent and name fractional parts of a whole object (with denominators of twelve or less) **Grade 4** **No future reference** **3.2B** **Grade 2** (2.2C) use concrete models to determine if a fractional part of a whole is closer to 0, 1/2, or 1 **Grade 4** (4.2C) compare and order fractions using concrete objects and pictorial models	What fraction of the squares on this quilt have stars?  Show a picture with less than ¾ of flags shaded.	**HSP** Lesson 22.4 pages 564-567 Lesson 22.6 pages 530-531 **Think Math** chapeter 7 Lesson1 pages 536-541 **EDM** Lesson 8.5 pages 619-623

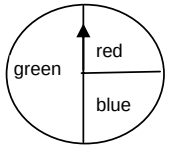
3rd Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - Week Three - January 18-22 Fractions

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to: **(C) use** fraction names and symbols **to describe** fractional parts of whole objects or sets of objects; and **(D) construct** concrete models of **equivalent fractions** for fractional parts of whole objects.	**3.2C** **MT**	3.2C **Use** 1. fractions names 2. symbols to describe fractional parts of whole objects or sets of objects Problem Solving Strategy: Act it out	fraction numerator denominator equivalent equal model whole object sets	**3.2C** **Grade 2** (2.2B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less) **Grade 4** (4.2B) model fraction quantities greater than one using concrete objects and pictorial models **3.2D** **Grade 2** No prior reference **Grade 4** (4.2A) use concrete objects and pictorial models to generate equivalent fractions	What fraction of the squares on this quilt have stars?  Show a picture with less than ¾ of flags shaded.	**HSP** Lessons 22.1 pages 514 - 517 Lessons 22.2 pages 518-521 Lessons 22.3 pages 522 - 525 **ThinkMath** pages 555 - 561 - 562 **Motivational Math** pages 23-34 **EDM** Lesson 8.1 Pages 596-601

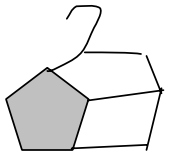
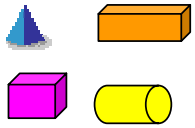
3rd Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - Week Four and Five - January 25 -Feb 5 Probability

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.13) Probability and statistics. The student **solves problems by collecting, organizing, displaying, and interpreting** sets of data. The student is expected to: **(C) use** data **to describe** events as more likely than, less likely than, or equally likely as.	**3.13C MT**	**Use** data **to describe** events as: 1. more likely than 2. less likely than 3. equally likely as	more likely less likely equally likely probability event outcome predict experiment unlikely impossible certain	**3.13C** **Grade 2:** (2.11 C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons. **Grade 4** **No futrue reference**	Look at the spinner below and complete a table that shows the most likely results of 18 spins using tallies  The tally chart shows information about the different flavors of candy bars in a candy dish. If Stanford takes 1 candy bar from the dish without looking, which 2 flavors does he have an equally likely chance of getting. Candy Bars Flavor / Number Caramel Coconut Milk Chocolate Peanut Butter	**HSP** Lessons 24.1 pages 566A-567 24.2 pages 568A-569 24.3 pages 570A - 573 24.4 pates 574A-575 **Think Math** Pages 620-622 **Motivation Math** pages 161-178 **Math Bowl** **January 28** **CTW** 

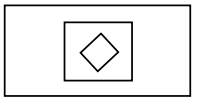
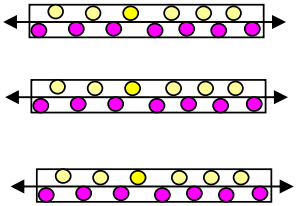
3rd Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - Week Six - February 8-12 Geometry

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to **identify, classify, and describe** two- and three-dimensional geometric figures by their attributes. The student **compares** two- dimensional figures, three-dimensional figures, or both by their attributes **using** formal geometry vocabulary. Problem Solving Strategy: Make a List	**3.8** **MT**	**3.8** Identify 2- and 3-D geometric figures by their attributes. **Classify** 2-and 3-D geometric figures by their attributes. **Describe** 2-and 3-D geometric figures by their attributes. **Compare** 2-D figures, 3-D figures, or both by their attribute	all 2 and 3-d figures line segnment ray angle vertex right angle acute angle obtuse angle perpendicular lines polygon edge face	**3.8** **Grade 2:** (2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. **Grade 5** (5.7) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three dimensional geometric figures	Megan hung a birdhouse from a tree in her yard. Which geometric figure best represents the shaded face on the birdhouse?  Wesley's youngest brother has these figures in his room. Which name best describes the figures? 	**HSP** Lessons 16.1 to 16.8 pages 368A to 393 Lessons 18.1 to 18.4 pages 416A to 427 **Think Math** Identify 3-D pages 866-870, 880 - 881 attributes pages 850-854 **Motivation Math** pages 101-112 **EDM** all unit 6

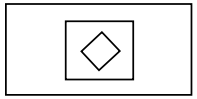
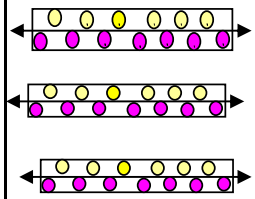
3rd Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - Week Seven- February 5-19 Geometry

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to: **(A) identify** congruent two-dimensional figures; **(B) create** two-dimensional figures with lines of symmetry **using** concrete models and technology; and **(C) identify** lines of symmetry in two-dimensional geometric figures.	**3.9A** **MT** **3.9B** **RM** **3.9C** **MT**	**3.9C** **Identify** lines of symmetry in 2-D geometric figures	congruent symmetry line of symmetry similar	**3.9A** **Grade 2** **No prior reference** **Grade 4** (4.9B) use translations, reflections, and rotations to verify that two shapes are congruent **3.9B** **Grade 2** **No prior reference** **Grade 4** (4.9C) use reflections to verify that a shape has symmetry **3.9C** **Grade 2** **No prior reference** **Grade 4** (4.9C) use reflections to verify that a shape has symmetry	Draw two figures that are congruent to the shapes inside the rectangle?  Which bracelet does not show a line of symmetry? 	**HSP** Chapter 16 Lesson 7 Chapter 17 Lesson 1 Chapter 17 Lessons 3-5 **Think Math** page 209, 85, E85 Chapter 11 pages 211, p86, E86 **EDM** Lessons 6.6 page 407 **Motivational Math** Pages 107-118

3rd Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - Week One - February 22-26 Geometry

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to: **(A) identify** congruent two-dimensional figures; **(B) create** two-dimensional figures with lines of symmetry **using** concrete models and technology; and **(C) identify** lines of symmetry in two-dimensional geometric figures.	**3.9A** **MT** **3.9B** **RM** **3.9C** **MT**	**3.9C** **Identify** lines of symmetry in 2-D geometric figures	congruent symmetry line of symmetry similar	**3.9A** **Grade 2** **No prior reference** **Grade 4** (4.9B) use translations, reflections, and rotations to verify that two shapes are congruent **3.9B** **Grade 2** **No prior reference** **Grade 4** (4.9C) use reflections to verify that a shape has symmetry **3.9C** **Grade 2** **No prior reference** **Grade 4** (4.9C) use reflections to verify that a shape has symmetry	Draw two figures that are congruent to the shapes inside the rectangle?  Which bracelet does not show a line of symmetry? 	**HSP** Chapter 16 Lesson 7 Chapter 17 Lesson 1 Chapter 17 Lessons 3-5 **Think Math** page 209, 85, E85 Chapter 11 pages 211, p86, E86 **EDM** Lessons 6.6 page 407 **Motivational Math** Pages 107-118

3rd Grade Math Scope and Sequence Overview 2009-2010						
Fifth Six Weeks - Week Two - March 1-5 Measuring Week Capacity/Volume						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to: **(E) identify** concrete models that approximate standard units for capacity and **use** them to **measur**e capacity **(F) use** concrete models that approximate cubic units **to determine** the volume of a given container or other three-dimensional geometric figure	**3.11E MT** **3.11F IDM**		capacity cup quart pint gallon milliliter liter ounce volume cubic units	**3.11E** **Grade 2** (2.9 C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container **Grade 4** (4.11C) use concrete models of standard cubic units to measure volume **3.11F** **Grade 2** (2.9 C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given containe **Grade 4** (4.11D) estimate volume in cubic units	3.11F Never been tested yet	**Capacity** **HSP** Chapter 19 lesson 5 Chapter 20 Lesson 4 **Motivation Math** SE pages 149-154 Volume **HSP** Chapter 21 Lesson 6 **ThinkMath** Chapter 10 pages 199 Review Model 50 P82,E82 **EDM** Te pages 747-751 Vol. 2

3rd Grade Math Scope and Sequence Overview 2009-2010						
Fifth Six Weeks - Week Three - March 8-12 Measuring Week - Review MOCK TEST						
 Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials

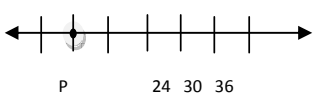
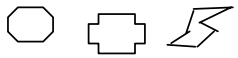
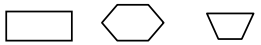
Students will be able to:

1. **identify** concrete models that approximate standard units of weight/mass and **use** them **to measure** weight/mass
2. **construct** concrete models of fractions;
3. **compare** fractional parts of whole objects in a problem situation using concrete models
4. **compare** fractional parts of sets of objects in a problem situation using concrete models
5. **use** fraction names and symbols to **describe** fractional parts of whole objects
6. **use** fraction names and symbols to **describe** fractional parts of sets of objects
7. **construct** concrete models of equivalent fractions for fractional parts of whole objects.
8. **use** data **to describe** events as more likely than, less likely than, or equally likely as.
9. **to identify** two- and three-dimensional geometric figures by their attributes.
10. **to classify** two- and three-dimensional geometric figures by their attributes.
11. **to describ**e two- and three-dimensional geometric figures by their attributes.
12. **compares** two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary
13. **identify** congruent two-dimensional figures;
14. **create** two-dimensional figures with lines of symmetry **using c**oncrete models and technology;
15. **identify** lines of symmetry in two-dimensional geometric figures.
16. **identify** concrete models that approximate standard units for capacity and use them to measure capacity
17. **use** concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure

Remember that these skills need to be reviewed and supported through out the year with our Review Boards.

3rd Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - Week Four - March 22-26 Number Lines

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.10) Geometry and spatial reasoning. The student **recognizes** that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected **to locate and name** points on a number line using whole numbers and fractions, including halves and fourths **(3.16)** Underlying processes and mathematical tools. The student uses logical reasoning. **(A) make** generalizations from patterns or sets of examples and nonexamples Problem Solving Strategy: Make it Simpler	**3.10** **MT** **3.16A** **MT**	**3.10** **Locate and name** points on a number line using whole numbers fractions **including**: halves and fourths 3.16A **Make** generalizations from patterns or sets of examples and non-examples	number line point whole number fractions halves fourths represents patterns examples nonexamples	**3.10** **Grade 2:** (2.8) use whole numbers to locate and name point on a number line. **Grade 4:** (4.10)locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths **3.16A** Reads exactly the same in 4th and 5th grade. New concept to 3rd grade	What number does point P best represent on the number line?  3.16A Carl drew these shapes  Carmella drew these shapes.  What is a good description of the shapes Carl drew?	**HSP** Chapter 1 lesson 3 Chapter 2 Lesson 6 Chapter 22 Lesson 5 **ThinkMath** Chapter 1 pages 7,9,11 Explore 2 Review model 2 pages 4,5,6 E4,E5,E6 Chapter 6 pages 121 Explore 21 P51, E51, AM 72 **Motivation Math** pages 119-124

3rd Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - Week Five, Six, Seven - March 29 - April 16 Review for TAKS

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
						Review Materials: 1. Motivation Math 2. Review Boards 3. Jeopardy Games 4. Study Guides from TEA 5. On line practice test at TEA website **VIDEO STREAMING** Number lines Lesson 5: Fractions on Number lines **Geometry** Discovering Math: Geometry (3rd-5th) Names of Geometric Shapes **Symmetry** The number crew: Symetrical spectacles Symmetry and area **Perimeter and Area** Areas and Perimeter **Volume and Capacity** Volume and Capacity Examples 2: Tools to measure volume Volume **Measurement** Basic Measurement Discovering Math: Measurement (3rd -5th) Tools for Measurement Sizes of Standard Units

Suggestions for Review:

1. Dessagragate Data by TEKS as you have done it for every benchmark with your math leader. (item Analysis and Student Analysis)
2. Target the items that are between 69% and 60% and less than 60%.
3. You might want to group your students according to ability by TEKS to target the deficient areas.
4. Do not forget to go back to the concrete for those concepts that students are not understanding and move them from the concrete to the representations.
5. Make sure to incorporate Marzano's research-based strategies to increase results: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objetives and providing feedbak, generating and testing hypotheses, cues, questions and advance organizers.
6. Try to figure out students misunderstandings and reasoning. It is important to know what the student is thinking to try to reteach the contect properly.

3rd Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - Week One - April 19-23 Review for TAKS

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
						Review Materials: 1. Motivation Math 2. Review Boards 3. Jeopardy Games 4. Study Guides from TEA 5. On line practice test at TEA website **VIDEO STREAMING** Number lines Lesson 5: Fractions on Number lines **Geometry** Discovering Math: Geometry (3rd-5th) Names of Geometric Shapes **Symmetry** The number crew: Symetrical spectacles Symmetry and area **Perimeter and Area** Areas and Perimeter **Volume and Capacity** Volume and Capacity Examples 2: Tools to measure volume Volume **Measurement** Basic Measurement Discovering Math: Measurement (3rd -5th) Tools for Measurement Sizes of Standard Units

Suggestions for Review: This is the last week you have to review. Keep it POSITIVE!!

1. Dessagragate Data by TEKS as you have done it for every benchmark with your math leader. (item Analysis and Student Analysis)
2. Target the items that are between 69% and 60% and less than 60%.
3. You might want to group your students according to ability by TEKS to target the deficient areas.
4. Do not forget to go back to the concrete for those concepts that students are not understanding and move them from the concrete to the representations.
5. Make sure to incorporate Marzano's research-based strategies to increase results: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objetives and providing feedbak, generating and testing hypotheses, cues, questions and advance organizers.
6. Try to figure out students misunderstandings and reasoning. It is important to know what the student is thinking to try to reteach the contect properly.

3rd Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - Week Two - April 26-30 MATH TAKS Introduction to Projects

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
(3.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: **(A) identify** the mathematics in everyday situations; **(D) use** tools such as real objects, manipulatives, and technology to solve problems. **(3.15)** Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to: **(A) explain and record** observations using objects, words, pictures, numbers, and technology; and **(B) relate** informal language to mathematical language and symbols.	**3.14A MT** **3.14D RM** **3.15A RM** **3.15B MT**	**3.14A** **Identify** the mathematics in everyday situations 3.15B **Relate** informal language to mathematical language and symbols		These TEKS are exactly the same in 3rd and 5th grade	A class is going on a field trip. Each group of 5 students will need an adult helper. What can the teacher do to find out how many adult helpers are needed?	**EDM** Volume 2 Teacher Edition Pages 882-913

Have students work in groups and choose one of seven projects listed on the back of EDM Volume 2 for teacher. Pages 872- 891 TE.

Project 1: Solid Waste
Project 2: Watermelon Feast and Seed-Spitting Contest
Project 3: Illusions
Project 4: Dodecahedron
Project 5: Attributes
Project 6: How far can you go in a million steps?

Students will have several weeks to work on this project and presented before the end of the year.
Math Leaders will collect samples from each classroom.

3rd Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - Week Three - May 3-7 Problem Solving: Drawing a Picture

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
3.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics **to solve problems** connected to everyday experiences and activities in and outside of school. The student is expected to: (A) **identify** the mathematics in everyday situations (B) **solve** problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (C) **select or develop** an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, **systematic guessing and checking,** acting it out, making a table, working a simpler problem, or working backwards to solve a problem	**3.14A MT** **3.14B MT** **3.14C MT**	**3.14A** **Identify** the mathematics in everyday situations **3.14B** Solve problems that incorporate: 1. **understand** the problem 2. **making** a plan. 2. **carrying out** the plan 3. **evaluating** the solution for reasonableness **3.14C** **Select or develop** an appropriate problem-solving plan or strategy Plan/Strategies include: 1. **Draw** a picture 2. **Looking** for a pattern 3. Systematic **guessing and checking** 4. Acting it out 5. **Making** a table 6. **Working** a simpler problem 7.**Working** backwards to solve a problem.	systematic guess check strategies estimation rounding compatable numbers	These TEKS are exactly the same in 3rd and 5th grade This week the focus will be on strategy: Drawing a Picture. This process will help students with their stimation and number sense.		Problem Solver I and II books Count on it Books

3rd Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - Week Four - May 10-14 Problem Solver: Making a Table

Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
3.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics **to solve problems** connected to everyday experiences and activities in and outside of school. The student is expected to: (A) **identify** the mathematics in everyday situations (B) **solve** problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (C) **select or develop** an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, **systematic guessing and checking,** acting it out, making a table, working a simpler problem, or working backwards to solve a problem	**3.14A MT** **3.14B MT** **3.14C MT**	**3.14A** **Identify** the mathematics in everyday situations 3.**14B** Solve problems that incorporate: 1. **understand** the problem 2. **making** a plan. 2. **carrying out** the plan 3. **evaluating** the solution for reasonableness 3.**14C** **Select or develop** an appropriate problem-solving plan or strategy Plan/Strategies include: 1. **Draw** a picture 2. **Looking** for a pattern 3. Systematic **guessing and checking** 4. Acting it out 5. **Making** a table 6. **Working** a simpler problem 7.**Working** backwards to solve a problem.	systematic guess check strategies estimation rounding compatable numbers	These TEKS are exactly the same from 3rd to 5th grade This week the concentration is on Make a Table This process will help students with their estimation and number sense.		Problem Solver I and II books Count on it Books

3rd Grade Math Scope and Sequence Overview 2009-2010						
Sixth Six Weeks - Week Five - May 17-21 Preparing for Measuring						
Standards	Instr. Level	Kilgo-Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials

Let students build and practice activity that they will be hosting during the Measurement Madness event. The event will take place during the week of May 24-28 at each campus. Your math leader has given you details of the event by now. Remember that the purpose of this event is to review measurement concepts.

You will also be given an **open ended test** to your students based on TEKS 3.14ABC; 3.15AB; 3.16AB

Students can also work with EDM Math Projects

3rd Grade Math Scope and Sequence Overview 2009-2010						
Sixth Six Weeks - Week Six - May 24-28 Measurment Madness II						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Question**	**Resources/ Materials**
Measurement Madness II						
Review Open ended Assessment with students						

3rd Grade Math Scope and Sequence Overview 2009-2010						
Sixth Six Weeks - Week Six - May 31 - June 4 Multiplicatin-Division						
Standards	**Instr. Level**	**Kilgo-Depth of Thinking**	**Vocabulary**	**Vertical Alignment**	**Sample Questions**	**Resources/ Materials**
(3.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: **(A) identify** the mathematics in everyday situations; **(D) use** tools such as real objects, manipulatives, and technology to solve problems. **(3.15)** Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to: **(A) explain and record** observations using objects, words, pictures, numbers, and technology; and **(B) relate** informal language to mathematical language and symbols.	**3.14A MT** **3.14D RM** **3.15A RM** **3.15B MT**	**3.14A** **Identify** the mathematics in everyday situations 3.15B **Relate** informal language to mathematical language and symbols		These TEKS are exactly the same from 3rd to 5th grade	A class is going on a field trip. Each group of 5 students will need an adult helper. What can the teacher do to find out how many adult helpers are needed?	**EDM** Volume 2 Teacher Edition Pages 882-913

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Project 6: How far can you go in a million steps?
Students will have several weeks to work on this project and presented before the end of the year.
Math Leaders will collect samples from each classroom.