GRADE LEVEL: THIRD **SUBJECT: MATH** **DATE: 2019-2010**

GRADING PERIOD: QUARTER 1 **MASTER COPY: 6/16**

NUMBER SENSE					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Standard form • Expanded form • Models • Equivalent form	**3.NS.1**: Read and write whole numbers up to 10,000. Use words models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	• Read numbers up to 1,000. • Write numbers up to 1,000. • Write the standard form of numbers up to 1,000. • Write the expanded form of a number up to 1,000. • State equivalent forms for numbers up to 1,000 (i.e. 100 is 10 tens, 9 tens and 10 ones, etc.).	• Math journal • Exit slip • Quizzes (write numbers, expanded form) • ***IXL A1, A2, A4-A12; B1-B9***	• Whole numbers • Standard form • Expanded form • Equivalent • equal • Thousand • Hundreds • Tens • Ones	Critical
• Whole numbers • Greater than • Less than • Equal to	**3.NS.2**: Compare two whole numbers up to 10,000 using >, =, and < symbols.	• Compare two numbers up to 1,000. • Use comparison symbols <, >, =.	• Math journal • Exit slip • Quizzes (compare numbers) • ***IXL A9-A11***	• Whole numbers • Greater than • Equal to • Less than	Important
• Place value • Digit • Whole numbers	**3.NS.9**: Use place value understanding to round 2 or 3 digit whole numbers to the nearest 10 or 100.	• Round numbers to the nearest 10 and 100. • Defend the answer.	• Math journal • Exit slip • Quizzes (fractions) • ***IXL M1, M2, M5, M6; N1-N3***		Important

COMPUTATION					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Fluency	**3.C.1:** Add and subtract whole numbers fluently within 1000.	• Add whole numbers up to 100. • Subtract whole numbers up to 100. • Complete 25 addition facts in 5 minutes.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test • Corporation addition and subtraction time test • ***IXL C1-C3; D1-D3***	• Add • Subtract • Fluency	Critical

ALGEBRAIC THINKING					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Real world word problems	**3.AT.1:** Solve real world problems involving addition and subtraction of whole numbers within 1000- using drawings and equations using a symbol for the unknown number	• Draw (pictures, tallies, number lines) to solve addition and subtraction problems. • Write an equation using the information from the problem. • Solve a simple equation.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL C3,C7;D3,D7***	• Tallies • Number line • Word problems	Critical
• 2 step problems	**3.AT.3**: Solve two step real world problems using the four operations, using a symbol to represent unknown number.	• Show individual steps to the solving the problem. • Solve 2 step problems using addition and subtraction. • Explain to a partner the meaning of a problem.	• Math journal • Exit slip • Quizzes • Dry erase boards		Critical
• Time	**3.M.3**: Tell and write time to the nearest minute from analog clocks, measure time in intervals in minutes, solve real world problems involving addition and subtraction of time intervals in minutes.	• Tell time to the nearest minute.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL P1, P2***	• Analog clock • Minute • Hour	Critical

MEASUREMENT					
CONTENT	**STANDARD INDICATIORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Coins and bills	**3.M.4**: Find the value of any collection of coins and bills. Write amounts less than a dollar using cents symbol, larger amounts $. Solve real world problems to determine whether there is enough money to make a purchase.	• Count the coins and bills to find total value. • Write amounts of money in dollar and cents notation. • Write amounts less than $1.00 using cents symbol. • Solve word problems involving money.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL O1-O4***	• Penny • Nickel • Dime • Quarter • Dollar • Cents • Notation	Critical

POWER STANDARDS					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.1:** Make sense of problems and persevere in solving them.	• Explain to themselves the meaning of a problem. • Ask "Does this make sense?" "Is my answer reasonable?" • Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Symbol • Equation • Evaluate	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.2:** Reason abstractly and quantitatively.	• Use properties of operation and equality.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Reasoning	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.3:** Construct viable arguments and critique the reasoning of others.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Results • Organize • Argument • Justify • Clarify	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.4:** Model with mathematics.	• Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Apply • Revise • Interpret • Reflect • Improve	Important

• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.5:** Use appropriate tools strategically.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Protractor • Spreadsheet • Develop • Represent •	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.6:** Attend to precision	• Calculate accurately	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Symbols • Calculate • Results	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.7:** Look for and make use of structure.	• Discern a pattern or structure. • Look for general methods and short cuts.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Pattern • Structure	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.8:** Look for and express regularity in repeated reasoning.	• Extend a pattern using the rule.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Regularity • Formula • Evaluate • Reasonable	Important

GRADE LEVEL: THIRD **SUBJECT: MATH** **DATE: 2019-2020**

GRADING PERIOD: QUARTER 2 **Master Copy: 6/16**

NUMBER SENSE					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Standard form • Expanded form • Models • Equivalent form	**3.NS.1**: Read and write whole numbers up to 10,000. Use words models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	• Read numbers up to 5,000. • Write numbers up to 5,000. • Write the standard form of numbers up to 5,000. • Write the expanded form of a number up to 5,000. • State equivalent forms for numbers up to 5,000. (i.e. 100 is 10 tens, 9 tens and 10 ones, etc.)	• Math journal • Exit slip • Quizzes (write numbers, expanded form) • ***IXL A1,A2;B7-B9***	• Whole numbers • Standard form • Expanded form • Models • Equivalent form	Critical
• Comparing whole numbers	**3.NS.2**: Compare two whole numbers up to 10,000 using >, =, and < symbols.	• Compare two numbers up to 1,000. • Use comparison symbols <, >, =.	• Math journal • Exit slip • Quizzes • Dry erase boards		Important
• Fractions	**3.NS.3:** Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	• Partition shapes into equal parts • Identify numerator and denominator	• Math journal • Exit slip • Quizzes • Dry erase boards	• Fraction • Partition • Numerator • Denominator	Critical
• Fractions	**3.NS.4:** Represent a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts.	• Partition number lines into equal intervals	• Math journal • Exit slip • Quizzes • Dry erase boards	• Number line • Interval • Endpoint • Partition	Important

• Fractions	**3.NS.5**: Represent a fraction, a/b, on a number line by marking off lengths 1/b from 0. Recognize that the resulting interval has size a/b, and that its endpoint locates the number a/b on the number line	• Partition number lines into equal intervals	• Math journal • Exit slip • Quizzes • Dry erase boards	• Number line • Interval • Endpoint • Partition • Fraction model	Important
• Fractions	**3.NS.6:** Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line	• Compare fractions by using a number line	• Math journal • Exit slip • Quizzes • Dry erase boards •	• Equivalent • Fraction model	Important
• Fractions	**3.NS.7:** Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	• Make equivalent fractions by using fraction strips, number lines, etc	• Math journal • Exit slip • Quizzes • Dry erase boards •	• Equivalent • Fraction model	Critical
• Fractions	**3.NS.8**: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or	• Make equivalent fractions by using fraction strips, number lines, etc • Compare fractions with the same denominator • Use symbols to show <, >, or =	• Math journal • Exit slip • Quizzes • Dry erase boards •	• Comparing • Numerator • Denominator • Fraction model • Equivalent	Important
	3.NS.9: Use place value understanding to round 2 or 3 digit whole numbers to the nearest 10 or 100.	• Round numbers to the nearest 10 and 100	• Math journal • Exit slip • Quizzes • Dry erase boards	• Rounding • Estimating • Ball park • Digit • Place Value	Important

COMPUTATION					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Fluency	**3.C.1:** Add and subtract whole numbers fluently within 1000.	• Add whole numbers up to 500. • Subtract whole numbers up to 500. • Complete 50 addition facts in 5 minutes.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test • Corporation addition and subtraction time test • ***IXLC1-C3, C11, C16; D1-D3, D9; L1,L2; N5***	• Add • Subtract • fluency	Critical
• Multiplication • Groups • Arrays • Area models • Number line	**3.C.2:** Represent the concept of multiplication of whole numbers with the following models: equal size groups, arrays, area models, and equal jumps on the line. Understand the properties of 0 and 1 in division.	• Use arrays, area models, equal sized groups and jumps on a number line to show multiplication. • Multiply x 7, 8, 9, 11, 12 • Use different properties of operations and objects.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test • ***IXL E2- E7, G1, G2, K9***	• Multiply • Times • Product • Factors	Critical
• Division	**3.C.4**: Interpret whole number quotients of whole numbers (56/8 as the number of objects in each share when 56 objects share partitioned equally into 8 shares or 56 objects pare partitioned into equal shares of 8 objects each.)	• Solve word problems that use division. • Identify steps to solve the problem. • Show division facts up to 100/1 by sharing, partitioning. • Use division as the converse of multiplication. • Make sense of quantities and their relationships.	• Math journal • Exit slip • Quizzes (division) • Word problems • ***IXL H3, H13***	• Division • Divisor • Dividend • Quotient	Important

ALGEBRAIC THINKING					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Word problems • Addition • Subtraction • Equations • Symbol	**3.AT.1**: Solve real world problems involving addition and subtraction of whole numbers within 1000- using drawings and equations using a symbol for the unknown number.	• Determine steps to solve word problems with addition and subtraction. • Write equation using a symbol for the unknown number. • Represent unknown number using a symbol. (x, c, t)	• Math journal • Exit slip • Quizzes (Word Problems) • Word problems • ***IXL J11; L2***	• Symbol • Equation	Critical
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**3.AT.3**: Solve two step real world problems using the four operations, using a symbol to represent unknown number	• Determine steps to solve word problems with addition, subtraction, multiplication and division. • Write equation using a symbol for the unknown number. • Represent unknown number using a symbol. (x, c, t)	• Math journal • Exit slip • Quizzes (Word Problems) • Word problems • IXL	• Symbol • Equation	Important

GEOMETRY					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Shapes • Quadrilaterals • Triangles • Polygons	**3.G.2:** Understand that shapes share attributes and that shared attributes can define a larger category (quadrilaterals etc.).	• Identify shapes. • Describe the attributes of the 2D and 3D shapes.	• Classroom observation • Quiz (shapes, categories of shapes) • Math journal • ***IXL S26*** • Dry erase	• Shapes • Quadrilaterals • Triangles • Polygons	Critical
• Points • Lines • Line segment	**3.G.3:** Identify, describe and draw points, lines, rays, and line segments using appropriate tools and use correct terms to describe 2 dimensional shapes.	• Identify points, lines, rays, and line segments. • Draw points, lines, rays, and line segments. • Locate parallel lines and perpendicular lines. (introducing 4th grade skill)	• Classroom observation • Quiz (lines, points, line segments, rays) • Math journal • ***IXL S20-S22*** • Dry erase	• Points • Lines • Line segment	Critical
• Fractions	**3.G.4:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, ¼, 1/6, 1/8)	• Partition shapes into equal areas.	• Math journal • Quizzes • Quick check • Dry erase	• Unit fractions • Partition • Equal area	Critical

MEASUREMENT					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Time	**3.M.3**: Tell and write time to the nearest minute from analog clocks, measure time in intervals in minutes, solve real world problems involving addition and subtraction of time intervals in minutes.	• Tell time to the nearest minute	• Math journal • Quick checks • Exit slip • Quiz • Dry erase boards	• Analog clock • Digital clock • Minute • Hour • Half past • Quarter til • Quarter after	Critical
• Coins • Bills • Dollars and cents notation	**3.M.4**: Find the value of any collection of coins and bills. Write amounts less than a dollar using cents symbol, larger amounts $. Solve real world problems to determine whether there is enough money to make a purchase.	• Count the coins and bills to find total value. • Write amounts of money in dollar and cents notation • Write amounts less than $1.00 using cents symbol. • Solve word problems involving money.	• Math journal • Quiz (money) • Exit slip • Classroom observation • Dry erase • ***IXL O1-O9***	• Coins • Bills • Dollars and cents notation	Critical
• Area • Unit squares	**3.M.5**: Find the area of a rectangle with whole number side lengths by modeling with unit squares and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or same area and different perimeter.	• Use cm and in grid paper to find the area of different rectangles. • Connect grid paper to multiplying to find area. • Draw different sized rectangles that have the same areas and different perimeters. • Draw different sized rectangles that have different areas and the same perimeters.	• Math journal • Quiz (area) • Exit slip • Classroom observation • Dry erase • ***IXL S10-S13***	• Area • Length • Width • Square units	Critical

• Area • Length • Width	**3.M.6**: Multiply side lengths to find areas of rectangles with whole number side lengths to solve real world problems and other mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.	• Multiply to find area of rectangles. • Solve real world word problems about area. • Calculate accurately. • Specify units of measure. (squared)	• Math journal • Quiz (area) • Exit slip • Classroom observation • Dry erase	• Area • Length • Width • Square units	Important
• Perimeter • Polygons • Length	**3.M.7**: Find perimeters of polygons given the side lengths or by finding an unknown side length.	• Add lengths of sides to find perimeter. • Use perimeter and known sides to find unknown side length.	• Math journal • Quiz (perimeter) • Exit slip • ***IXL S8,S9***	• Perimeter • Polygon	Important

DATA ANALYSIS					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Line plots • Data • Lengths	**3.DA.2**: Generate measurement data by measuring lengths with rulers to nearest quarter of an inch. Display by making line plot marking off appropriate units (wholes, halves, quarters.)	• Measure lengths to nearest ½ inch. • Create line plot showing data from measurements. • Ask and answer questions about the data on the line plot. • Make a neat line plot so others easily and correctly read it. • Use graphs to map relationships between quantities. • Clearly label line plot	• Math journal • Classroom line plot • Quiz (use data to create line plot) • ***IXL Q7-Q11,Q12***	• Line plot	Important

POWER STANDARDS					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.1:** Make sense of problems and persevere in solving them.	• Explain to themselves the meaning of a problem. • Ask "Does this make sense?" "Is my answer reasonable?" • Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Symbol • Equation • Evaluate	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.2:** Reason abstractly and quantitatively.	• Use properties of operation and equality.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Reasoning	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.3:** Construct viable arguments and critique the reasoning of others.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Results • Organize • Argument • Justify • Clarify	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.4:** Model with mathematics.	• Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Apply • Revise • Interpret • Reflect • Improve	Important

• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.5:** Use appropriate tools strategically.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Protractor • Spreadsheet • Develop • Represent •	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.6:** Attend to precision	• Calculate accurately	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Symbols • Calculate • Results	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.7:** Look for and make use of structure.	• Discern a pattern or structure. • Look for general methods and short cuts.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Pattern • Structure	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.8:** Look for and express regularity in repeated reasoning.	• Extend a pattern using the rule.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Regularity • Formula • Evaluate • Reasonable	Important

GRADE LEVEL: THIRD **SUBJECT: MATH** **DATE: 2019-2020**

GRADING PERIOD: QUARTER 3 **Master Copy: 6/16**

NUMBER SENSE					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Standard form • Expanded form • Models • Equivalent form	**3.NS.1**: Read and write whole numbers up to 10,000. Use words models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	• Read numbers up to 1,000. • Write numbers up to 1,000. • Write the standard form of numbers up to 1,000. • Write the expanded form of a number up to 1,000. • State equivalent forms for numbers up to 1,000 (i.e. 100 is 10 tens, 9 tens and 10 ones, etc.). •	• Math journal • Exit slip • Quizzes (write numbers, expanded form) • ***IXL A1, A2, A4-A12; B1-B9***	• Whole numbers • Standard form • Expanded form • Equivalent • equal • Thousand • Hundreds • Tens • Ones	Critical
• Whole numbers • Greater than • Less than • Equal to	**3.NS.2**: Compare two whole numbers up to 10,000 using >, =, and < symbols.	• Compare two numbers up to 1,000. • Use comparison symbols <, >, =.	• Math journal • Exit slip • Quizzes (compare numbers) ***IXL A9-A11***	• Whole numbers • Greater than • Equal to • Less than	Important
• Place value • Digit • Whole numbers	**3.NS.9**: Use place value understanding to round 2 or 3 digit whole numbers to the nearest 10 or 100.	• Round numbers to the nearest 10 and 100. • Defend the answer.	• Math journal • Exit slip • Quizzes (fractions) • ***IXL M1, M2, M5, M6; N1-N3***		Important

COMPUTATION					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Fluency	**3.C.1**: Add and subtract whole numbers fluently within 1000	• Add whole numbers up to 1000. • Subtract whole numbers up to 1000. • Complete 75 addition facts in 5 minutes.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test • Corporation addition and subtraction time test	• Add • Subtract • fluency	Critical
• Multiplication	**3.C.2:** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	• Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test	• Number line • Properties • Array • Area model	Critical
• Division	**3.C.3**: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and converse of multiplication. Understand the properties of 0 and 1 in division.	• Show division facts up to 100/1 by sharing, partitioning. • Explain that division is the converse of multiplication.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL H3, I1***	• Division • Divisor • Dividend • Quotient	Critical
• Division	**3.C.4**: Interpret whole number quotients of whole numbers (56/8 as the number of objects in each	• Solve word problems that use division.	• Math journal • Exit slip • Quizzes (division)	• Division • Divisor • Dividend	Important

	share when 56 objects share partitioned equally into 8 shares or 56 objects pare partitioned into equal shares of 8 objects each.)	• Identify steps to solve the problem. • Show division facts up to 100/1 by sharing, partitioning. • Use division as the converse of multiplication.	• Word problems • ***IXL H3, H13***	• Quotient •	
• Multiplication • Division	**3.C.5**: Multiply and divide within 100 using strategies such as the relationship between multiplication and division	• Multiply within 100. • Divide within 100. • Explain the relationship between multiplication and division. • Use multiplication facts to solve division problems.	• Math journal • Exit slip • Quizzes (Fact families) • Word problems • ***IXL G1- G14, I1-I9***		Important
	3.C.6: Demonstrate fluency with multiplication facts 0-10 and their corresponding division facts.	• Multiply correctly the 0-10 facts. • Identify the corresponding division facts with a multiplication fact. • Correctly answer 50 multiplication facts in 5 minutes.	• Math journal • Exit slip • Quizzes (multiplication facts) • ***IXL G1-14, I1-I19***		Important

ALGEBRAIC THINKING					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**3.AT.3**: Solve two step real world problems using the four operations, using a symbol to represent unknown number.	• Determine steps to solve word problems with addition, subtraction, multiplication and division. • Write an equation using a symbol for the unknown number. • Represent unknown number using a symbol. (x, c, t)	• Math journal • Exit slip • Quizzes (Word Problems) • Word problems • ***IXL J9, J11, L5***	• Symbol • Equation	Important
• Multiplication • Equal groups	**3.AT.4**: Interpret a multiplication equation as equal groups (e.g. Interpret 5X7 s the total number of objects in 5 groups of 7 objects each.) Represent verbal statements of equal groups as multiplication equations.	• Draw an array to show a multiplication problem. • Draw a picture to show a multiplication problem.	• Math journal • Exit slips • Quizzes		Important
• Multiplication • Division • Factors • Unknown	**3.AT.5**: Determine the unknown whole number in a multiplication or division equation relating three whole numbers	• Solve multiplication problems with 3 factors. • Identify the missing 3rd factor in an equation when given two factors and the product. • Solve division problems with missing divisor, dividend, and quotient	• Math journal • Exit slips • Classroom observation • Dry erase boards • ***IXL F3, H4, L3,***	• Factors • Unknown	Important

• Pattern • Rule	**3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.	• Determine the rule for a pattern using multiplication up to 500. Create a pattern using multiplication up to 500.	• Math journal • Exit slips • ***IXL F 13-F14*** • Quizzes (patterns)		Important

GEOMENTRY					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Geometry	**3.G.1:** Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	• Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder. • Identify side, edge, vertex	• Math journal • Quizzes • Quick check • Dry erase	• Shape names • Side • Vertex • Edge	Additional
• Fractions	**3.G.4:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, ¼, 1/6, 1/8)	• Partition shapes into equal areas.	• Math journal • Quizzes • Quick check • Dry erase	• Unit fractions • Partition • Equal area	Critical

MEASUREMENT					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Mass • Grams • Kilograms • Volume • Quarts • Gallons • Liters	**3.M.1**: Estimate and measure the mass of an object in grams, kilograms, and the volume of objects in quarts, gallons and liters. Add, subtract, multiply, or divide to solve real world one step problems involving mass or volume.	• Measure the volume of various containers. • Measure the mass of various objects in grams. • Estimate the volume of containers. • Estimate the weight and use scale to check validity of estimation.	• Classroom observation • Quiz (volume) • Math journal • ***IXL R10***	• Mass • Grams • Kilograms • Volume • Quarts • Gallons • Liters	Important
• Units • Tools • Weight • Temperature • Length • Inch	**3.M.2**: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate length to quarter inch, weight in pounds and temperature in degrees Fahrenheit and Celsius.	• Use rulers and tape measures to measure objects. • Measure to the nearest 1/2 inch and centimeters. • Choose correct unit, inches or centimeters, feet or meters to measure different objects. • Use scale to weigh objects in oz., lbs., and grams. • Use thermometer to measure temperature to nearest degree. • Estimate the length of objects. • Estimate the weight of objects. • Estimate the temperature	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL R1-R6***	• Units • Weight • Temperature • Fahrenheit • Celsius • Ounce • Pound • Grams • Thermometer • Temperature • Inch • Foot • Centimeter • Meter	Critical

• Time	**3.M.3**: Tell and write time to the nearest minute from analog clocks, measure time in intervals in minutes, solve real world problems involving addition and subtraction of time intervals in minutes.	• Tell time to the nearest minute.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL P1, P2***	• Analog clock • Minute • Hour	Critical
• Area • Length • Width	**3.M.6**: Multiply side lengths to find areas of rectangles with whole number side lengths to solve real world problems and other mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.	• Multiply to find area of rectangles. • Solve real world word problems about area. • Calculate accurately. • Specify units of measure. (squared)	• Math journal • Quiz (area) • Exit slip • Classroom observation • Dry erase	• Area • Length • Width • Square units	Important

POWER STANDARDS					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.1:** Make sense of problems and persevere in solving them.	• Explain to themselves the meaning of a problem. • Ask "Does this make sense?" "Is my answer reasonable?" • Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Symbol • Equation • Evaluate	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.2:** Reason abstractly and quantitatively.	• Use properties of operation and equality.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Reasoning	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.3:** Construct viable arguments and critique the reasoning of others.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Results • Organize • Argument • Justify • Clarify	Important
• Word problems • Addition • Subtraction • Multiplication • Division	**PS.4:** Model with mathematics.	• Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards	• Apply • Revise • Interpret • Reflect • Improve	Important

• Equations • Symbol			• Quick check		
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.5:** Use appropriate tools strategically.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Protractor • Spreadsheet • Develop • Represent •	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.6:** Attend to precision	• Calculate accurately	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Symbols • Calculate • Results	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.7:** Look for and make use of structure.	• Discern a pattern or structure. • Look for general methods and short cuts.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Pattern • Structure	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.8:** Look for and express regularity in repeated reasoning.	• Extend a pattern using the rule.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Regularity • Formula • Evaluate • Reasonable	Important

GRADE LEVEL: THIRD **SUBJECT: MATH** **DATE: 2019-2020**

GRADING PERIOD: QUARTER 4 **MASTER COPY: 6/16**

NUMBER SENSE					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers • Standard form • Expanded form • Models • Equivalent form	**3.NS.1**: Read and write whole numbers up to 10,000. Use words models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	• Read numbers up to 10,000. • Write numbers up to 10,000. • Write the standard form of numbers up to 10,000. • Write the expanded form of a number up to 10,000. • State equivalent forms for numbers up to 10,000 (i.e. 100 is 10 tens, 9 tens and 10 ones, etc.).	• Math journal • Exit slip • Quizzes (write numbers, expanded form) • ***IXL A1, B1, B5, B7, B8***		Critical
• Whole numbers • Greater than • Less than • Equal to	**3.NS.2**: Compare two whole numbers up to 10,000 using >, =, and < symbols.	• Compare two numbers up to 10,000. • Use comparison symbols <, >, =.	• Math journal • Exit slip • Quizzes (comparing two numbers) • ***IXL A9***		Important
• Place value • Digit • Whole numbers	**3.NS.9:** Use place value understanding to round 2 or 3 digit whole numbers to the nearest 10 or 100.	• Round numbers to the nearest 10 and 100. • Defend the answer.	• Math journal • Exit slip • Quizzes (comparing two numbers)		Important

COMPUTATION					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Whole numbers Fluency	**3.C.1**: Add and subtract whole numbers fluently within 1000	• Add whole numbers up to 1000. • Subtract whole numbers up to 1000. • Complete 100 addition facts in 5 minutes.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test • Corporation addition and subtraction time test • ***IXL C1-C8, D1, D3-D6, K4***	• Add • Subtract Fluency	Critical
• Multiplication • Groups • Arrays • Area models • Number line	**3.C.2**: Represent the concept of multiplication of whole numbers with the following models: equal size groups, arrays, area models, and equal jumps on the line. Understand the properties of 0 and 1 in division.	• Use arrays, area models, equal sized groups and jumps on a number line to show multiplication. • Multiply x 7, 8, 9, 11, 12 • Use different properties of operations and objects.	• Math journal • Exit slip • Quizzes • Dry erase boards • Time test • ***IXL E2- E7, G1, G2, K9***	• Multiply • Times • Product • Factors	Critical
• Division	**3.C.3**: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and converse of multiplication. Understand the properties of 0 and 1 in division.	• Show division facts up to 100/1 by sharing, partitioning. • Explain that division is the converse of multiplication.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL H3, I1***	• Division • Divisor • Dividend • Quotient	Critical

• Division	**3.C.4**: Interpret whole number quotients of whole numbers (56/8 as the number of objects in each share when 56 objects share partitioned equally into 8 shares or 56 objects pare partitioned into equal shares of 8 objects each.)	• Solve word problems that use division. • Identify steps to solve the problem. • Show division facts up to 100/1 by sharing, partitioning.	• Math journal • Exit slip • Quizzes (division) • Word problems • ***IXL H3, H13***	• Division • Divisor • Dividend • Quotient •	Important
• Multiplication • Division	**3.C.5**: Multiply and divide within 100 using strategies such as the relationship between multiplication and division	• Multiply within 100. • Divide within 100. • Explain the relationship between multiplication and division. • Use multiplication facts to solve division problems.	• Math journal • Exit slip • Quizzes (Fact families) • Word problems • ***IXL G1- G14, I1-I9***		Important
	3.C.6: Demonstrate fluency with multiplication facts 0-10 and their corresponding division facts.	• Multiply correctly the 0-10 facts. • Identify the corresponding division facts with a multiplication fact. • Correctly answer 50 multiplication facts in 5 minutes.	• Math journal • Exit slip • Quizzes (multiplication facts) • ***IXL G1-14, I1-I19***		Important

ALGEBRAIC THINKING					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Word problems • Addition • Subtraction • Equations • Symbol	**3.AT.1**: Solve real world problems involving addition and subtraction of whole numbers within 1000- using drawings and equations using a symbol for the unknown number.	• Determine steps to solve word problems with addition and subtraction within 1000. • Write equation using a symbol for the unknown number. • Represent unknown number using a symbol. (x, c, t) • Solve the problem using the needed steps identified.	• Math journal • Exit slip • Quizzes (Word Problems) • Word problems • ***IXL C3, C7, D3, J8, O8***	• Symbol • Equation	Critical
• Word problems • Addition • Subtraction • Equations • Symbol	**3.AT.2**: Solve real world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (using symbol for unknown number in equation)	• Determine steps to solve word problems with multiplication and division. • Write an equation using a symbol for the unknown number. • Represent unknown number using a symbol. (x, c, t) •	• Math journal • Exit slip • Quizzes (Word Problems) • Word problems • ***IXL E3, F2, F4, F12, F14, H3 H9, H15, J9***	• Symbol • Equation	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**3.AT.3**: Solve two step real world problems using the four operations, using a symbol to represent unknown number	• Determine steps to solve word problems with addition, subtraction, multiplication and division. • Write an equation using a symbol for the unknown number. • Represent unknown number using a symbol. (x, c, t)	• Math journal • Exit slip • Quizzes (Word Problems) • Word problems • ***IXL J9, J11, L5***	• Symbol • Equation	Important

• Multiplication • Equal groups	**3.AT.4**: Interpret a multiplication equation as equal groups (e.g. Interpret 5X7 s the total number of objects in 5 groups of 7 objects each.) Represent verbal statements of equal groups as multiplication equations.	• Draw an array to show a multiplication problem. • Draw a picture to show a multiplication problem.	• Math journal • Exit slips • quizzes		Important
• Multiplication • Division • Factors • Unknown	**3.AT.5**: Determine the unknown whole number in a multiplication or division equation relating three whole numbers	• Solve multiplication problems with 3 factors. • Identify the missing 3rd factor in an equation when given two factors and the product. • Solve division problems with missing divisor, dividend, and quotient • Use properties of operation and equality.	• Math journal • Exit slips • Classroom observation • Dry erase boards • ***IXL F3, H4, L3,***	• Factors • Unknown	Important

MEASUREMENT					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Mass • Grams • Kilograms • Volume • Quarts • Gallons • Liters	**3.M.1**: Estimate and measure the mass of an object in grams, kilograms, and the volume of objects in quarts, gallons and liters. Add, subtract, multiply, or divide to solve real world one step problems involving mass or volume	• Measure the volume of various containers. • Measure the mass of various objects in grams. • Estimate the volume of containers. • Estimate the weight and use scale to check validity of estimation.	• Classroom observation • Quiz (volume) • Math journal • ***IXL R10***	• Mass • Grams • Kilograms • Volume • Quarts • Gallons • Liters	Important
• Units • Tools • Weight • Temperature • Length • Inch	**3.M.2**: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate length to quarter inch, weight in pounds and temperature in degrees Fahrenheit and Celsius.	• Use rulers and tape measures to measure objects. • Measure to the nearest 1/2 inch and centimeters. • Choose correct unit, inches or centimeters, feet or meters to measure different objects. • Use scale to weigh objects in oz., lbs., and grams. • Use thermometer to measure temperature to nearest degree. • Estimate the length of objects. • Estimate the weight of objects. • Estimate the temperature. • Make decisions to choose appropriate tools to solve the problem.	• Math journal • Exit slip • Quizzes • Dry erase boards • ***IXL R1-R6***	• Units • Weight • Temperature • Fahrenheit • Celsius • Ounce • Pound • Grams • Thermometer • Temperature • Inch • Foot • Centimeter • Meter	Critical

• Time • Elapsed time	**3.M.3:** Tell and write time to the nearest minute from analog clocks, measure time in intervals in minutes, solve real world problems involving addition and subtraction of time intervals in minutes.	• Determine steps needed to solve word problems with time. • Solve problems using addition and subtraction to find elapsed time.	• Math journal • Quiz (money) • Exit slip • Classroom observation • Dry erase • ***IXL P1-P9***	• Elapsed time	Critical
• Coins • Bills • Dollars and cents notation	**3.M.4**: Find the value of any collection of coins and bills. Write amounts less than a dollar using cents symbol, larger amounts $. Solve real world problems to determine whether there is enough money to make a purchase.	• Count the coins and bills to find total value. • Write amounts of money in dollar and cents notation • Write amounts less than $1.00 using cents symbol. • Solve word problems involving money.	• Math journal • Quiz (money) • Exit slip • Classroom observation • Dry erase • ***IXL O1-O9***	• Coins • Bills • Dollars and cents notation	Critical

DATA ANALYSIS					
CONTENT	**STANDARD INDICATORS**	**SKILLS**	**ASSESSMENT**	**VOCABULARY**	**ILEARN**
• Frequency table • Bar graph • Picture graphs	**3.DA.1:** Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories.	• Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.	• Classroom observation • Quiz (volume) • Math journal	• Data • Survey • Category • Predictions • Infer • Frequency table • Bar graph • Picture graphs	Important

POWER STANDARDS					
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• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.1:** Make sense of problems and persevere in solving them.	• Explain to themselves the meaning of a problem. • Ask "Does this make sense?" "Is my answer reasonable?" • Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Symbol • Equation • Evaluate	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.2:** Reason abstractly and quantitatively.	• Use properties of operation and equality.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Reasoning	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.3:** Construct viable arguments and critique the reasoning of others.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Results • Organize • Argument • Justify • Clarify	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.4:** Model with mathematics.	• Solve problems using representations. • Write equations to describe a situation.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Apply • Revise • Interpret • Reflect • Improve	Important

• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.5:** Use appropriate tools strategically.		• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Protractor • Spreadsheet • Develop • Represent •	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.6:** Attend to precision	• Calculate accurately	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Define • Symbols • Calculate • Results	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.7:** Look for and make use of structure.	• Discern a pattern or structure. • Look for general methods and short cuts.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Pattern • Structure	Important
• Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol	**PS.8:** Look for and express regularity in repeated reasoning.	• Extend a pattern using the rule.	• Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check	• Regularity • Formula • Evaluate • Reasonable	Important