

Grade 3 Mathematics															
Unit: Problem Solving										Strand: Problems					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
District Objective Create problems from mathematical and everyday situations.												Bloom's Synthesis		Quarter 1-4	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 7.0	
PASS Process Objective The student will...														NCTM Standard	
I. Problem Solving B. Formulate problems from everyday and mathematical situations. (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).															
Text Correlation					Rating 3		Additional Resources *Marilyn Burns <u>Multiplication Their Way</u> (*Available for check-out at ASC)								
Assessment															
1. Write a word problem that could be solved by using the number sentence $9 - 5 = \square$.															
2. Julie, Lin, Roberto, and Matt are in a line to buy more movie tickets. Write a problem that gives clues about their order in line from first to last.															

Grade 3 Mathematics															
Unit: Problem-Solving										Strand: Irrelevant/Necessary Information					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Distinguish between irrelevant and necessary information in problem solving.												Bloom's Analysis		Quarter 1-4 No. Hours 2.0	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Process Objective The student will... I. Problem Solving E. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).														NCTM Standard	
Text Correlation					Rating 3		Additional Resources *Algebra K-9 Hands-On, pp. 107-110 Duck, Duck, Loose! Activity (*Available for check-out at ASC)								
Assessment Add 4 to the number that is less than 20 and is not in the circle. What is the sum? A. 17 B. 22 C. 20 D. 21															

Grade 3 Mathematics															
Unit: Mathematical Processes										Strand: Mathematical Concepts					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Formulate predictions and come to conclusions about mathematical concepts..												Bloom's Application and Synthesis		Quarter 1-4 No. Hours 5.0	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Process Objective The student will... III. Reasoning C. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.														NCTM Standard Pg. 176	
Text Correlation Saxon, Lesson 80					Rating 2		Additional Resources Tips from Teachers (Cereal Activity)								
Assessment A swimming pool is filling with water. This graph shows the level of the water in the pool from 8 a.m. to 10 a.m. Predict the water level at 11 a.m.															
A. 56 inches B. 58 inches C. 59 inches D. 60 inches															

Grade 3 Mathematics

Unit: Mathematical Processes **Strand:** Relationships

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							

District Objective Use relationships to explain mathematical scenarios.	Bloom's Application	Quarter 1-4
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT		No. Hours 5.0

PASS Process Objective The student will... III. Reasoning A. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	NCTM Standard Pg. 158
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Text Correlation Saxon, Lesson 89	Rating 3	Additional Resources *Math By All Means - Multiplication Grade 3 (Patterns in Multiples Activity) *About Teaching Mathematics by Marilyn Burns (*Available for check-out at ASC)
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Assessment
 Lao invited 5 people to his 8th birthday party. On his 9th birthday he invited 10 people. On his 10th birthday he invited 15. If he continues this pattern, how many people will he invite to his 12th birthday party?

Lao's birthday						
People invited						

Grade 3 Mathematics															
Unit: Mathematical Processes								Strand: Connections							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Identify relationships among various mathematical topics.												Bloom's Knowledge		Quarter 1-4 No. Hours 5.0	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Process Objective The student will... IV. Connections C. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays , $\frac{1}{2}$ can be written as .5 and 50%).												NCTM Standard Pg. 153, Pg. 200			
Text Correlation				Rating 3		Additional Resources *About Teaching Mathematics by Marilyn Burns *Math By All Means (Multiplication) Grade 3 How Long, How Many? Activity (*Available for check-out at ASC)									
Assessment Show two ways to solve the problem. Bill bought 4 packs of baseball cards with 6 cards in each pack. How many cards did Bill buy?															

Grade 3 Mathematics															
Unit: Numeration										Strand: Patterns					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Complete a counting pattern.												Bloom's Knowledge		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 5.0			
PASS Objective The student will...													NCTM Standard Pgs. 158-160		
I. Patterns B. Predict additional terms in a given pattern, describe how the pattern is created and extend the pattern (e.g., 20, 16, 12, 8, ____, ____).															
Text Correlation Math Meeting Saxon, Lessons 1, 3, 6, 12, 18, 24, 27, 39, 41, 51, 61, 71, 77, 84, 92, 100, 118					Rating 1		Additional Resources *Mathematics, A Way of Thinking, pp. 17-23 *PBS Machine (Patterns and Relationships) - Use Video Resource 1005 Count Up Activity Number Pattern - Connect-The-Dot Puzzles Activity (*Available for check-out at ASC)								
Assessment															
1. Which figure will complete the pattern? 2. What number is missing from this pattern?															
<div style="border: 1px solid black; padding: 5px; display: inline-block;">246, ____, 238, 234, 230, 226</div>															
A. 242 B. 237 C. 245 D. 247															

Grade 3 Mathematics															
Unit: Data Interpretation										Strand: Pictographs/Bar Graphs					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Identify, compare, add or subtract amounts read from pictographs and bar graphs.												Bloom's Analysis		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will...												NCTM Standard Pgs. 176-181			
VI. Data Analysis B. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., collect and display lunch menu data, predict how many children will bring their lunch based on the menu, and how many brought it the last time that menu was served).															
Text Correlation Saxon, Lessons 2, 3, 57				Rating 2		Additional Resources Fall Into Math and Science - AIMS Spring Into Math and Science - AIMS Graphing Activity									
Assessment <i>Use the graph to answer the following questions.</i>															
1. What is the highest-priced gum? A. Bill's Big Bubble B. Greg's Green Gum C. Fred's Five Fruits D. Marvin's Many Pops 2. What is the lowest-priced gum? A. Marvin's Many Pops B. Greg's Green Gum C. Bill's Big Bubble D. Fred's Five Fruits 3. Which two gums, when their prices are added together, have a sum of \$.80? A. Bill's Big Bubble and Greg's Green Gum B. Marvin's Many Pops and Bill's Big Bubble C. Greg's Green Gum and Fred's Five Fruits D. Fred's Five Fruits and Bill's Big Bubble															

Grade 3 Mathematics															
Unit: Data Interpretation								Strand: Tables/Charts/Graphs							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Draw conclusions and make inferences from information presented on tables, charts, grids, and graphs.												Bloom's Analysis		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 3.0	
PASS Objective The student will...														NCTM Standard Pgs. 158-159 Pgs. 176-177	
VI. Data Analysis B. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., collect and display lunch menu data, predict how many children will bring their lunch based on the menu, and how many brought it the last time that menu was served).															
Text Correlation Saxon, Lesson 2				Rating 1		Additional Resources Linking Math with Literature - Carson Delosa Math Made Simple - Frank Schaffer Graph/Chart Activity									
Assessment This chart tells how many times four students jumped rope in thirty seconds. Study the chart. Then answer questions 1 and 2.															
1. Which student's number of jumps is 30 when rounded to the nearest ten? A. Jim's B. Leon's C. Ella's D. Leah's 2. How many more times did Ella jump than Leon? A. 2 B. 36 C. 8 D. 12															

Grade 3 Mathematics															
Unit: Whole Numbers										Strand: Add Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objective Add two or three numbers with 1-3 digits vertically and horizontally; no regrouping required.												Bloom's Knowledge		Quarter 1 No. Hours 3.0	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation A. Connect physical materials with addition and subtraction algorithms and use the algorithms to add and subtract numbers of 4 digits or less (with and without regrouping).														NCTM Standard Pg. 148	
Text Correlation Saxon, Lessons 3, 4, 8, 13, 18, 27, 30, 31, 36, 41, 44, 45, 65				Rating 1		Additional Resources *Ideas From the Arithmetic Teacher, Pg. 35 and 102 Basket of Math Facts Activity Follow the Path Activity (*Available for check-out at ASC)									
Assessment 1) $7 + 1 = 8$ 2) $25 + 31 = 56$ 3) $300 + 500 = 800$ 4) $325 + 14 = 339$ 5) $\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$ 6) $\begin{array}{r} 71 \\ +18 \\ \hline 89 \end{array}$ 7) $\begin{array}{r} 321 \\ +543 \\ \hline 864 \end{array}$ 8) $\begin{array}{r} 507 \\ +52 \\ \hline 559 \end{array}$															

Grade 3 Mathematics															
Unit: Problem-Solving								Strand: Strategies							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	E	M						
District Objective Use a variety of strategies to solve problems.												Bloom's Application		Quarter 1	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 5.0			
PASS Process Objective The student will...														NCTM Standard Pgs. 182-187	
I. Problem Solving A. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).															
Text Correlation Saxon Lessons 3, 9, 18, 21, 24, 46, 48, 114							Rating 1		Additional Resources *Problem Solving, Lessons, Pgs. 43-45, 47-48 Problem Solving and the Sports Page Activity Get the Lead Out Activity How Likely Is It Activity (*Available for check-out at ASC)						
Assessment Which children are holding cards with odd numbers?															
A. Leigh and Jan B. Mark and Leigh C. Mark and Carlos D. Jan and Leigh															

Grade 3 Mathematics																			
Unit: Measurement								Strand: Units											
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal				
	I	E	E	E	E	M													
District Objective Estimate and apply a suitable unit of measurement to obtain solutions to problems involving weight, length, and temperature.												Bloom's Application		Quarter 1					
														No. Hours 3.0					
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT																			
PASS Objective The student will...														NCTM Standard Pg. 170					
V. Measurement																			
B. Use an appropriate unit of measurement to solve problems involving length and weight.																			
Text Correlation Saxon, Lessons 5, 6, 55						Rating 2		Additional Resources AIMS Exploring Measurement (Grades 2-3), World Teachers Press, Frank Schaffer Math Made Simple, Grade 3 Measurement Activity											
Assessment																			
1. Mario found a kitten. He will use a medicine dropper to feed it for a few days. What unit of measurement should he use for each meal?																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">A. grams</td> <td style="width: 50%; text-align: center;">C. kilograms</td> </tr> <tr> <td style="text-align: center;">B. gallons</td> <td style="text-align: center;">D. milliliters</td> </tr> </table>																A. grams	C. kilograms	B. gallons	D. milliliters
A. grams	C. kilograms																		
B. gallons	D. milliliters																		
2. Which is the best estimate of the height of a full-grown tree?																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">A. 30 inches</td> <td style="width: 50%; text-align: center;">C. 30 feet</td> </tr> <tr> <td style="text-align: center;">B. 3 feet</td> <td style="text-align: center;">D. 300 yards</td> </tr> </table>																A. 30 inches	C. 30 feet	B. 3 feet	D. 300 yards
A. 30 inches	C. 30 feet																		
B. 3 feet	D. 300 yards																		

Grade 3 Mathematics															
Unit: Geometry										Strand: Classify					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									
District Objective Classify figures using personal or given criteria.												Bloom's Analysis		Quarter 1	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will...														NCTM Standard Pg. 158	
IV. Geometry and Spatial Sense															
B. Describe, compare, and classify two- and three-dimensional figures (e.g., count the edges and faces of a block, combine or divide basic shapes to form new shapes).															
Text Correlation Saxon, Lesson 6					Rating 3		Additional Resources Hands-On Geometry *Math By All Means - Geometry Grades 3-4 Solid Figures Pattern Blocks Shaping Up Activity *(Available for check-out at ASC)								
Assessment Study the pictures of the square and the rectangle.															
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 10px;"></div> </div>															
Tell how a square and a rectangle are alike and different.															

Grade 3 Mathematics															
Unit: Whole Numbers										Strand: Compare/Order					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Compare and order whole numbers up to 4 digits in the context of real life scenarios to determine which is the least or greatest.												Bloom's Comprehension Analysis		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 1.0	
PASS Objective The student will... II. Number Sense B. Read, write, model, compare, and order whole numbers up to 4 digits (e.g., base-10 blocks).														NCTM Standard Pg. 148	
Text Correlation Saxon, Lessons 7, 64					Rating 1		Additional Resources *Family Math, Pg. 29 Five-Card Run & Ridin' the Rails Activities (*Available for check-out at ASC)								
Assessment															
<p>1. Suzie has 83 cents. Lorie has 26 cents. Bill has 59 cents. Write the children's names in order from the one who has the greatest amount of money to the one who has the least amount.</p> <p>2. Write these numerals in order from least to greatest: 876, 954, 990, 807, 866.</p> <p style="margin-left: 40px;">876 _____</p> <p style="margin-left: 40px;">954 _____</p> <p style="margin-left: 40px;">990 _____</p> <p style="margin-left: 40px;">807 _____</p> <p style="margin-left: 40px;">866 _____</p> <p>3. Write the odd numbers between 300 and 312 in order from greatest to least.</p> <p style="margin-left: 40px;">_____, _____, _____, _____, _____, _____</p>															

Grade 3 Mathematics															
Unit: Numeration										Strand: Sequence/Series					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Find the missing number in a sequence.												Bloom's Knowledge		Quarter 1	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will... I. Patterns B. Predict additional terms in a given pattern, describe how the pattern is created and extend the pattern (e.g., 20, 16, 12, 8, __, __).												NCTM Standard Pgs. 158-160			
Text Correlation Math Meeting; Saxon, Lessons 7, 56, 58, 62, 64, 71, 73, 82, 101						Rating 1		Additional Resources 21 Game Activity							
Assessment															
Prasaad is counting by 6's. Which two numbers are missing in the box below?															
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> 6, 12, __, 24, 30, __ </div>															
<input type="radio"/> ① 16 and 32 <input type="radio"/> ② 18 and 36 <input type="radio"/> ③ 14 and 34 <input type="radio"/> ④ 20 and 28															

Grade 3 Mathematics															
Unit: Numeration								Strand: Ordering Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Use number sense to determine which number comes before or after a given number.												Bloom's Knowledge		Quarter 1	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 3.0			
PASS Objective The student will... I. Patterns C. Predict additional terms in a given pattern, describe how the pattern is created and extend the pattern (e.g., 20, 16, 12, 8, __, __).												NCTM Standard			
Text Correlation Math Meeting; Saxon, Lessons 7, 56, 58, 62, 64, 71, 73, 82, 101						Rating 1		Additional Resources Togol Activity							
Assessment What two numbers are missing from the number sequence? <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> 190, __, 180, 175, 170, 165, ____ </div> ① 195 and 200 ② 189 and 187 ③ 170 and 160 ④ 185 and 160															

Grade 3 Mathematics															
Unit: Whole Numbers										Strand: Addition/Subtraction Story Problems					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Determine which operation (addition or subtraction) is necessary and then solve the problem given a real-life scenario.												Bloom's Knowledge Application		Quarter 2 No. Hours 3.0	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Process Objective The student will... IV. Connections D. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a time line to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).														NCTM Standard Pgs. 148, 151, 182	
Text Correlation Saxon, Lessons 9, 14, 16, 37							Rating 1		Additional Resources *Family Math Pg. 53 *Math Games Using Cards and Dice - Pg. 4-15 The Numerical Café Activity (*Available for check-out at ASC)						
Assessment ADDITION: A. Kevin collects baseball cards. He has ten cards. His uncle gave him 5 more. How many cards does he have now? ANSWER: 15 baseball cards B. One zookeeper fed 3 tigers and 1 lion that was three feet tall. Then he fed 5 dolphins and 2 seals. How many animals did he feed in all? ANSWER: 11 animals. SUBTRACTION: 1. Daniel had 6 cookies. He ate 4 cookies. How many cookies are left? ANSWER: 2 cookies. 2. Suzie and George found 56 different kinds of rocks. They each left 12 at home. They took the rest to school. How many rocks did they take to school? ANSWER: 32 rocks.															

Grade 3 Mathematics															
Unit: Number Theory										Strand: Odd/Even					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Identify odd and even numbers within a group.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will...														NCTM Standard	
Text Correlation Saxon, Lesson 9					Rating 1		Additional Resources *Math By All Means - Marilyn Burns Concentration Activity Hi Lo Concentration Activity Star 99 Activity Fill In Frenzy Activities (*Available for check-out at ASC)								
Assessment Which clown is holding a sign that has 3 even numbers and 1 odd number?															

Grade 3 Mathematics															
Unit: Problem-Solving								Strand: Strategies							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Apply mathematical strategies in order to obtain solutions to problems in other content areas and in the real world.												Bloom's		Quarter 2	
														No. Hours 1.0	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Process Objective The student will...														NCTM Standard Pgs. 182-187	
IV. Connections D. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a time line to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).															
Text Correlation Saxon, Lesson 9							Rating 1		Additional Resources *50 Problem-Solving Lessons - Marilyn Burns - pp. 77-80 Fun With Estimation Activity Reading, Writing, and Math in Daily Living Activity What It's Worth and Intersections Activities Submarine Sandwich Activity Moon Walk Activity Brick Wall and Bicycle Census Activities (*Available for check-out at ASC)						
Assessment Mimi is planning a vacation at an area that is less than 225 miles away. From which of these places could she choose?															
1. Beach - 219 miles								A. 1 and 4							
2. Mountains - 302 miles								B. 1 and 3							
3. Amusement Park - 199 miles								C. 2 and 3							
4. Campground - 231 miles								D. 3 and 4							

Grade 3 Mathematics															
Unit: Numeration										Strand: Patterns					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective 1. Apply physical and pictorial models to show patterns of whole numbers and fractions. 2. Describe simple concrete patterns in the environment.												Bloom's Application Comprehension		Quarter 2 No. Hours 2.0	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... I. Patterns C. Use concrete and pictorial models to demonstrate patterns of whole numbers and fractions (e.g., demonstrate $5 + 3 = 3 + 5$ with objects, show that multiples of 5 end in a 0 or 5 on a hundreds chart, use fraction models to illustrate smaller pieces have larger denominators). IV. Connections D. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a time line to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).														NCTM Standard Pgs. 158-160	
Text Correlation Saxon, Lessons 9 & 47					Rating 1		Additional Resources *Algebra K-9 Hands-on - Pgs. 95-98 *Mathematics, A Way of Thinking - Pgs. 152-175 *PBS Mathline (Patterns and Relationship) Use Video Block It Activity Graph a Wall Hanging Activity (*Available for check-out at ASC)								
Assessment Which of the following shows $\frac{1}{2}$ of the rectangle shaded?															

Grade 3 Mathematics																									
Unit: Numeration									Strand: Patterns																
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal										
	I	E	E	E	E	E	E	M																	
District Objective Identify patterns, classify them by pattern type and use patterns to explain mathematical scenarios.												Bloom's Application		Quarter 2 No. Hours 2.0											
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT																									
PASS Objective The student will... I. Patterns B. Predict additional terms in a given pattern, describe how the pattern is created and extend the pattern (e.g., 20, 16, 12, 8, ____, ____). PASS Process Objective III. Reasoning A. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).														NCTM Standard Pgs. 158-160											
Text Correlation Math Meeting Saxon, Lesson 10				Rating 1		Additional Resources *Mathematics, A Way of Thinking - Pgs. 5-15 *PBS Mathline (Patterns and Relationship) Use Video Number Spirals Activity Weave a Number Pattern Activity Patterns (Terrific Tessellations) Activity Chasing the Blues Away Activity (*Available for check-out at ASC)																			
Assessment 1. What should you do to find the next number in the pattern? 168, 158, 148, 138, ____ a) Add 8 to 138 b) Subtract 10 from 138 c) Add 10 to 168 d) Subtract 8 from 138																2. Choose the best explanation for the pattern in this row of numbers. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> 368, 365, 362, 359 </div> a) Three is subtracted from each number. b) There is a difference of four between each number. c) Five is subtracted from each number. d) One is added to each number.									

Grade 3 Mathematics															
Unit: Measurement								Strand: Money							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										
District Objective Obtain solutions to monetary problems that require addition and subtraction and compare the difference.												Bloom's Application		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 5.0	
PASS Objective The student will...														NCTM Standard	
III. Number Operations and Computation E. Solve problems involving money that require addition and subtraction.															
Text Correlation Saxon, Lessons 12, 23, 27, 28, 39, 77, 84, 86, 102, 107							Rating 1		Additional Resources AIMS Coin Count Activity Time, Money, and Measurement Activity						
Assessment															
1. Marie earned \$15 baby-sitting. She wants to buy a book for \$4.50 and a game for \$7.00. How much change will she have left from her \$15? A. \$2.50 C. \$4.50 B. \$4.00 D. \$3.50								2. In his pocket, Michael has 5 coins that equal 27 cents. What coins might he have in his pocket? A. 1 dime, 3 nickels, and 2 pennies B. 2 dimes and 3 pennies C. 2 dimes, 1 nickel, and 2 pennies D. 1 quarter and 4 pennies							
3. Give the value for the set of coins.								A. 52 cents B. 67 cents C. 62 cents D. 77 cents							

Grade 3 Mathematics															
Unit: Measurement								Strand: Measurement/Estimation							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	E	M							
District Objective Compare, estimate, and measure length in customary and metric units for 2- and 3-dimensional figures.												Bloom's Comprehension Synthesis		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will...													NCTM Standard Pg. 170		
IV. Geometry and Spatial Sense B. Describe, compare, and classify two- and three-dimensional figures (e.g., count the edges and faces of a block, combine or divide basic shapes to form new shapes). V. Measurement A. Use physical models to estimate and measure the length and weight of an object and determine when an estimate is appropriate.															
Text Correlation Saxon. Lessons 17, 22, 124						Rating 2		Additional Resources AIMS Hands-On Geometry by Marilyn Burns *Exploring Measurement (Grades 2-3) (3 Pigs) *Linking Math Through Literature (K-4) by Carson-Melosa - Pg. 62 - <u>The Very Hungry Caterpillar</u> Covering With Counters Activity Cut it Out! Activity (*Available for check-out through ASC)							
Assessment (Full-size copy included)															

Grade 3 Mathematics

Unit: Geometry **Strand:** 2-Dimensional Shapes

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											

<p>District Objective Describe the possible resulting figures when 2-dimensional figures are rotated, combined, or split (symmetry/congruent shapes).</p>	<p>Bloom's Analysis</p>	<p>Quarter 2</p> <p>No. Hours 1.0</p>
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ITBS
 SAT9
 PASS
 CRT

<p>PASS Objective The student will...</p> <p>IV. Geometry and Spatial Sense B. Describe, compare, and classify two- and three-dimensional figures (e.g., count the edges and faces of a block, combine or divide basic shapes to form new shapes.).</p>	<p>NCTM Standard Pg. 158</p>
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<p>Text Correlation Saxon, Lessons 19, 35, 133</p>	<p>Rating 2</p>	<p>Additional Resources Hands-On Geometry *Math By All Means - Geometry (Grades 3-4) *Shapes Alive! Pattern Blocks Tangram Tone Up Activity Sizing Up Shapes Activity The Cut Ups Activity (*Available for check-out at ASC)</p>
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Assessment

1. Write the name of the space figure that can be made from the combined shapes.

2. Draw 2 lines so the picture shows 3 congruent triangles.

Grade 3 Mathematics															
Unit: Numeration										Strand: Rounding					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	E	M							
District Objective Round whole and decimal numbers to estimate the outcome of a given equation.												Bloom's Comprehension		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 3.0	
PASS Objective The student will...														NCTM Standard	
II. Number Sense A. Develop and apply the concept of place value (e.g., base-10 blocks, bundles of 10s, place value mats to represent 4-digit numbers).															
Text Correlation Saxon, Lessons 19, 21, 70						Rating 1		Additional Resources Lightspan - Mathematical Rounding							
Assessment If your teacher asked you to round the numbers below to the nearest ten, which of the numbers would be rounded to 30? A. 26 B. 36 C. 24 D. 39															

Grade 3 Mathematics															
Unit: Whole Numbers								Strand: Subtract Whole Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objective Subtract numbers with 1-3 digits without regrouping.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will...														NCTM Standard Pg. 148	
III. Number Operations and Computation															
A. Connect physical materials with addition and subtraction algorithms and use the algorithms to add and subtract numbers of 4 digits or less (with and without regrouping).															
Text Correlation Saxon, Lessons 21, 39, 64, 78, 82				Rating 1		Additional Resources *Math Games for Kids Using Cards and Dice - Pgs. 426-427 (Cards) *Mathematics, A Way of Thinking Spotlight on Centers Activity Strike It Rich Activity (*Available for check-out at ASC)									
Assessment															
1) $8 - 2 = 6$				2) $87 - 5 = 82$				3) 75 $\underline{- 21}$ 54				4) 675 $\underline{- 124}$ 551			
5) 774 $\underline{- 51}$ 723															

Grade 3 Mathematics															
Unit: Geometry										Strand: 2-Dimensional Figures					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Identify and classify two-dimensional shapes by their properties such as types and number of angles, parallel and intersecting lines.											Bloom's Knowledge Analysis		Quarter 2 No. Hours 3.0		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... IV. Geometry and Spatial Sense B. Describe, compare, and classify two- and three-dimensional figures (e.g., count the edges and faces of a block, combine or divide basic shapes to form new shapes.).													NCTM Standard Pg. 158		
Text Correlation Saxon, Lesson 6, Saxon, Lesson 22					Rating 3 1		Additional Resources *Shapes Alive! *Hands-On Geometry *Math By All Means - Geometry, Grades 3-4 Pattern Blocks/Tangrams Teacher's Notes-Section D-Polygons Activity (*Available for check-out at ASC)								
Assessment Which of these shapes is a hexagon?															

Grade 3 Mathematics

Unit: Geometry **Strand:** 3-Dimensional Solids

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										

<p>District Objective Identify and classify three-dimensional figures using their properties such as number of edges, angles, and faces.</p>	<p>Bloom's Knowledge Analysis</p>	<p>Quarter 2 No. Hours 2.0</p>
<p>● ITBS ● SAT9 ● PASS ○ CRT</p>		

<p>PASS Objective The student will...</p> <p>IV. Geometry and Spatial Sense B Describe, compare, and classify two- and three-dimensional figures (e.g., count the edges and faces of a block, combine or divide basic shapes to form new shapes.).</p>	<p>NCTM Standard Pg. 158</p>
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Text Correlation	Rating	<p>Additional Resources *Shapes Alive! - Grades 3-6 *Hands-On Geometry *Math By All Means - Geometry Grades 3-4 Solid Figures/Pattern Blocks/Tangrams Geo-Panes Activity Gym Bag Geometry Activity (*Available for check-out at ASC)</p>
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Assessment

1. What solid shape is there four of in the picture below? 2. Which of these shapes has six faces?

A. cube
B. cylinder
C. cone
D. sphere

Grade 3 Mathematics															
Unit: Number Theory										Strand: Number Forms					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Recognize, read and write the numeral and word name forms for whole numbers less than 10,000.												Bloom's Knowledge Application		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 3.0			
PASS Objective The student will...														NCTM Standard Pgs. 148-149	
II. Number Sense C. Write the expanded form of 2-, 3-, and 4-digit numerals (e.g., $7,503 = 7,000 + 500 + 0 + 3$).															
Text Correlation Saxon, Lessons 23, 56, 71, 73, 77, 82, 101							Rating 1		Additional Resources *Math By All Means - Place Value by Marilyn Burns Math and Literature Book 2 by Marilyn Burns Fish For Numbers Activity Domino Place Value Activity Race to 1000 Activity Three-Digit Scramble Activity Star 99/Two Digit Scramble Activity (*Available for check-out at ASC)						
Assessment															
1. Which of these is four thousand twenty-eight?								2. What number shows five thousand eight hundred twelve?							
A. 4,028				B. 4,280				C. 428				D. 4,208			
A. 5,182				B. 5,128				C. 5,821				D. 5,812			

Grade 3 Mathematics															
Unit: Mathematics Processes										Strand: Relationships					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Explain the relationship between addition and multiplication, between subtraction and division, and between addition and subtraction.												Bloom's Comprehension		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 5.0			
PASS Objective The student will... III. Number Operations and Computation D. Describe relationships between addition/multiplication and subtraction/division (e.g., multiplication as repeated addition, division as repeated subtraction).														NCTM Standard Pg. 148	
Text Correlation Saxon, Lesson 24, Saxon, Lesson 38					Rating 2 3		Additional Resources *Math By All Means - Multiplication Grades 3 *Math By All Means - Division Grades 3-4 Circles and Stars Activity (*Available for check-out at ASC)								
Assessment 1. Write an addition and multiplication equation for each. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> four fives _____ _____ </div> <div style="text-align: center;"> six twos _____ _____ </div> </div> 2. Write a subtraction and a division equation for each. How many 6s are in 54? How many 5s are in 40?															

Grade 3 Mathematics

Unit: Data Interpretation

Strand: Tables/Charts/Graphs

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											

District Objective

Explain scales given on graphs, tables, charts.

Bloom's

Comprehension
Analysis

**Quarter
3**

● ITBS ● SAT9 ● PASS ○ CRT

**No. Hours
2.0**

PASS Objective

The student will...

VI. Data Analysis

A. Construct a variety of graphs with labels and a title (e.g., bar, pictograph).

**NCTM
Standard**

Text Correlation

Saxon, Lesson 29
Saxon, Lesson 51
Saxon, Lesson 130

Rating

3
1
3

Additional Resources

Large Laminated Graph Grids; *Mathematics, A Way of Thinking;
Math Meeting Activity; Graphing Activity
(*Available for check-out at ASC)

Assessment

1. Which thermometer shows 48°F?

2. Margo practices the piano three times a week. Look at the chart below with starting and stopping times for each day. What is Margo's rule for practicing the piano?

DAY	START	STOP
Monday	7:00 P.M.	7:30 P.M.
Tuesday	4:30 P.M.	5:00 P.M.
Thursday	5:30 P.M.	6:00 P.M.

- A. She practices at 7:00 P.M. each day.
- B. She practices 20 minutes each day.
- C. She practices 30 minutes each day.
- D. She practices 1 hour each day.

Assessment (Continued from previous page)

3. This bar graph shows the number of different pets owned by the students in Ms. Chin's class. Use the information to answer questions A-C.

4. Dan asked his friends to choose their favorite sport. Study the tally sheet that Dan used. Then look at the bar graph he started to make. Finish Dan's bar graph.

A. How many dogs do the students have?

- a) 15
- b) 17
- c) 11
- d) 14

B. Which pet appears on the graph more than nine times but less than 13 times?

- a) dogs
- b) cats
- c) fish
- d) gerbils

C. How many more fish would there need to be to have more fish than cats?

- a) 5
- b) 6
- c) 12
- d) 17

Grade 3 Mathematics

Unit: Measurement

Strand: Length

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									

District Objective

Identify the appropriate estimation in metric length with regard to unit scale and size of real-life object.

Bloom's

**Quarter
3**

**No. Hours
2.0**

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

V. Measurement

A. Use physical models to **estimate** and measure the length and weight of an object and determine when an **estimate** is appropriate.

**NCTM
Standard
Pg. 170**

Text Correlation

Saxon, Lessons 34, 74

Rating

2

Additional Resources

AIMS; Measure It-ETA (K-3) Page 9, 10 (5,6); Math Made Simple (Grade 3) F. Schaffer; Measuring Mania Activity; How Heavy Is It? Activity; Pour It Activity; Hands Down Activity, Hands Down II Activity; Umbrella and Bunny Mix 'N'Match Activity; and Cool-Aid, Koolade, Weighs Great! Activity

Assessment

Use your centimeter ruler to solve this problem.

Maria made a special valentine card for her teacher.
She put a lace border around the card.

How much lace did
Maria use for the
border?

- A. 48 centimeters
- B. 32 centimeters
- C. 44 centimeters
- D. 18 centimeters

(Full size valentine on following page)

Grade 3 Mathematics

Unit: Data Interpretation

Strand: Graphing

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							

District Objective

Collect data and create various graphs with labels and titles.

Bloom's
Synthesis

Quarter
3

ITBS
 SAT9
 PASS
 CRT

No. Hours
3.0

PASS Objective

The student will...

VI. Data Analysis

C. Construct a variety of graphs with labels and a title (e.g., bar, pictograph).

**NCTM
Standard**
Pgs. 176-181

Text Correlation

Meeting
Saxon, Lessons 40,
57, 70

Rating

Additional Resources

Math Their Way - Mathematics A Way of Thinking; AIMS - Graphing; Graphing Ideas Activity; Suggested Graphing Questions; Graphs; Survey Cards; Graphs About Breakfast & School; Graphs That Use Estimation; Your Bar Graph Data Sheet; Graph Idea Sheet; M & M's Math Activity; Jelly Belly Activity; Introduction to Pictographs; Fireflies Counted in Bugg Park; and Comparing Activities

Assessment

1) Eve asked the students on the field trip to vote for their favorite animal. Read Eve's notes and study the bar graph that she started to make. Finish Eve's bar graph. Then answer the question.

How many students voted for the zebras?

- A. 8 B. 6 C. 3 D. 4

Assessment

2) Leon took pictures of all the dogs and cats in his neighborhood. Study Leon’s pictures and the bar graph that he started to make.

Leon’s bar graph shows six dogs that appear in the pictures. Finish the bar graph to show the number of cats that also appear. Then give the graph a title.

3) Students were asked whether they wanted oranges, bananas, or pears for dessert at their class picnic. Of all the students, 10 wanted oranges, 12 wanted bananas, and 5 wanted pears. Make a bar graph to show this information. Write a sentence that explains how you set up your graph.

Explanation: _____

Grade 3 Mathematics															
Unit: Geometry										Strand: Figures: Attributes					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Identify and compare geometric attributes of two- and three-dimensional figures including attributes such as right angles, angles more and less than 90°, parallel and intersecting lines, and comparing shapes for congruence.											Bloom's Knowledge Analysis		Quarter 3 No. Hours 4.0		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... IV. Geometry and Spatial Sense B. Describe, compare, and classify two- and three-dimensional figures (e.g., count the edges and faces of a block, combine or divide basic shapes to form new shapes).													NCTM Standard Pg. 158		
Text Correlation Saxon, Lessons 43, 46, 118, 123, 127				Rating 3		Additional Resources Solid Figures, Pattern Blocks, and Tangrams Jan Van Cleave's Geometry For Every Kid Hands-On Geometry *Shapes Alive! *Math By All Means-Geometry, Grades 3-4 Behold A Box Activity (*Available for check-out at ASC)									
Assessment 1) Which two shapes in the quilt squares appear to be congruent? 2) What is the total number of faces on the 5 cubes?															
A. 1 and 6 B. 2 and 4 C. 3 and 8 D. 5 and 9								A. 20 B. 30 C. 10 D. 5							

Grade 3 Mathematics

Unit: Whole Numbers

Strand: Multiplication/Division Story Problems

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									

District Objective

Determine which operation (multiplication, division) is necessary and solve the problem given a real-life scenario.

Bloom's
Knowledge
Application

Quarter
3

ITBS
 SAT9
 PASS
 CRT

No. Hours
4.0

PASS Objective

The student will...

**NCTM
Standard**
Pgs. 148, 151,
152, 182

Text Correlation

Saxon, Lessons 47,
115

Rating

1

Additional Resources

*Math By All Means by Marilyn Burns
*Things That Come in a Group
Manipulative Problems Activity
(*Available for check-out at ASC)

Assessment

MULTIPLICATION:

1. Amy bought 3 books for 30 cents each and 5 books for 50 cents each. How much money did Amy spend? ANSWER: \$2.40
2. Terry had six cups. He planted 2 seeds in each cup. How many seeds did he plant?
ANSWER: 12 seeds
- 3.

DIVISION

1. Fred, Patti, and Sam will share twenty-four cookies. How many cookies will each child receive?
2. Chris is planning a picnic and needs 18 cans of soda. He will buy the sodas in 6-packs. How many 6-packs does he need to buy?

Grade 3 Mathematics															
Unit: Whole Numbers										Strand: Divide Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Divide one to two-digit numbers by one digit numbers.												Bloom's Knowledge		Quarter 3 No. Hours 3.0	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation C. Explain and develop understanding of basic multiplication and division algorithms (e.g., show 3 groups with 4 blocks in each group to demonstrate 3 x 4 and 12/3 or 12/4).														NCTM Standard Pgs. 148, 151	
Text Correlation Saxon, Lessons 48, 116, 122, 125, 129				Rating 1		Additional Resources *Math Games for Kids Using Cards and Dice, Pg. 6-6 Take A Seat Activity Cookie Capers Activity (*Available for check-out at ASC)									
Assessment <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">1) $3 \overline{)9^3}$</div> <div style="text-align: center;">2) $64 \div 8 = 8$</div> <div style="text-align: center;">3) $\frac{27}{3} = 9$</div> </div>															

Grade 3 Mathematics															
Unit: Measurement								Strand: Perimeter/Area/Volume							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	E	M							
District Objective Show relationships among length, perimeter and area, and construct a variety of shapes with a given length, area, or volume.											Bloom's Application		Quarter 3 No. Hours 2.0		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... IV. Geometry and Spatial Sense A. Demonstrate relationships between length, perimeter, and area (e.g., build a variety of shapes with the same number of 1-inch tiles).													NCTM Standard Pg. 170		
Text Correlation Saxon, Lessons 49, 50, 108					Rating 2		Additional Resources AIMS Area and Perimeter Activity								
Assessment 1. What is the perimeter of this shape? <div style="text-align: right;"> A. 25 cm B. 15 cm C. 10 cm D. 5 cm </div> 2. What is the area of this shape? <div style="text-align: right;"> A. 26 square units B. 30 square units C. 28 square units D. 34 square units </div>															

Grade 3 Mathematics

Unit: Whole Number														Strand: Whole Number			
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal		
		I	E	M													
District Objective Read, write, and model whole numbers with up to four digits.											Bloom's Knowledge Synthesis		Quarter 3				
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 2.0				
PASS Objective The student will...													NCTM Standard None				
II. Number Sense B. Read, write, model, compare, and order whole numbers up to 4 digits (e.g., base-10 blocks).																	
Text Correlation Saxon, Lessons 56, 71, 101					Rating 1		Additional Resources *Math Games for Kids Using Cards and Dice, Pg. 1-13 Build a Number Activity Eggs-zact Sums and Differences Activity Spin and Regroup If You Can Activity (*Available for check-out at ASC)										
Assessment																	
<ol style="list-style-type: none"> 1. Have students read aloud the following numbers: 821; 3402; 6003; three hundred twenty-four 2. Have students write the following numbers: 5270; 311; seven hundred two; five thousand, four hundred twenty-one 3. Draw or model using place value blocks: 2,070 4. What numeral is shown? 																	

Grade 3 Mathematics															
Unit: Whole Numbers										Strand: Compare/Order					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Compare whole numbers using $>$, $<$, and $=$ signs.												Bloom's Analysis		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will... II. Number Sense B. Read, write, model, compare, and order whole numbers up to 4 digits (e.g., base-10 blocks).												NCTM Standard None			
Text Correlation Saxon, Lesson 58				Rating 1		Additional Resources *Math Games for Kids Using Cards and Dice - Pg. 1-5; Greater Than; Less Than Activity									
Assessment 1. $375 \square 537$ 2. $2 \times 6 \square 3 \times 4$ 3) $6 + 5 + 2 \square 4 \times 2 + 2$															

Grade 3 Mathematics															
Unit: Algebraic Concepts									Strand: Missing Information						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Identify the missing part of an equation.												Bloom's Knowledge		Quarter 3	
<p style="text-align: center;"> ● ITBS ● SAT9 ● PASS ○ CRT </p>												No. Hours 1.0			
PASS Process Objective The student will...														NCTM Standard Pg. 158	
I. Problem Solving A. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).															
Text Correlation Saxon, Lessons 58, 65				Rating 1		Additional Resources *Algebra K-9 Hands-On (Primary) Awareness of Pre-Algebra Concepts Activity (*Available for check-out at ASC)									
Assessment 1) Toni checked out 5 books from the library. Asa checked out 4 books. Which number sentence would be used to find out how many more books Toni checked out than Asa did? 2) When numbers are put into each magic box below, they come out as different numbers. Study the numbers below. If you put the 7 in the third box, what number will come out?															
A. $5 + 4 = \square$ B. $5 - 4 = \square$ C. $5 - \square = 4$ D. $5 + 1 = \square$															
A. 9 B. 7 C. 11 D. 12															

Grade 3 Mathematics															
Unit: Algebraic Concepts										Strand: Number Sentence					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Write number sentences comparing numbers which are written in a variety of forms.												Bloom's Comprehension		Quarter 3	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Process Objective The student will...														NCTM Standard Pg. 158	
I. Problem Solving															
A. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).															
Text Correlation Saxon, Lesson 58					Rating 1			Additional Resources *Algebra K-9 Hands-On (Primary Activities) Number Soup Activity (*Available for check-out at ASC)							
Assessment Which of the following number sentences does not fit in the same fact family as the other three? A) $4 + 6 = 10$ B) $10 - 6 = 4$ C) $10 - 4 = 6$ D) $10 + 4 = 14$															

Grade 3 Mathematics															
Unit: Number Theory										Strand: Place Value					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Demonstrate the concept of place value by determining the place and the value of numbers up to 4 digits.												Bloom's Application		Quarter 4 No. Hours 3.0	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... II. Number Sense A. Develop and apply the concept of place value (e.g., base-10 blocks, bundles of 10s, place value mats to represent 4-digit numbers).														NCTM Standard Pgs. 148-149	
Text Correlation Saxon, Lessons 62, 70						Rating 2		Additional Resources *Math By All Means-Place Value-Marilyn Burns; Activity Math Using Manipulatives in the Classroom-Addison Wesley; Math and Literature Book 2-Marilyn Burns; A Collection of Math Lessons-Marilyn Burns; Using Base-10 Blocks-Frank Shaffer; Base 10 Blocks and Mats; The Place-Value Game Activity; Activities with Base Ten Blocks (*Available for check-out at ASC)							
Assessment 1. What is the value of the 2 in the number 1,024? A) 2 tens B) 2 hundreds C) 2 ones D) 2 thousands 2. What number is shown in the place value chart? 3. Which number has a 3 in the ones place, a 5 in the tens place, and a 1 in the thousands place? A) 153 B) 351 C) 1,503 D) 1,053 A) 145 B) 1,405 C) 415 D) 1,045															

Grade 3 Mathematics															
Unit: Number Theory										Strand: Expanded Notation					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Identify and write numbers in expanded notation for two-, three-, and four-digit numbers.												Bloom's Comprehension Application		Quarter 4	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 3.0			
PASS Objective The student will...														NCTM Standard Pg. 148	
II. Number Sense C. Write the expanded form of 2-, 3-, and 4-digit numerals (e.g., $7,503 = 7,000 + 500 + 0 + 3$).															
Text Correlation Saxon, Lessons 62, 99					Rating 2 (no lesson for 4-digit)			Additional Resources See resources on previous objective: Identify concept or place value Expand It Activity Getting It Together Activity Fish For Numbers - Expanded Notation Activity							
Assessment What is another way to write 8,409? A) $8,000 + 40 + 9$ B) $800 + 40 + 9$ C) $8,000 + 400 + 90$ D) $8,000 + 400 + 9$															

Grade 3 Mathematics															
Unit: Data Interpretation										Strand: Tables/Charts					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Identify, compare, add or subtract amounts read from a table.												Bloom's Analysis		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will...												NCTM Standard Pgs. 176-181			
VI. Data Analysis															
B. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., collect and display lunch menu data, predict how many children will bring their lunch based on the menu, and how many brought it the last time that menu was served).															
Text Correlation Saxon, Lesson 70				Rating 1		Additional Resources Chart paper for teacher-made charts to compare Fall Into Math and Science - AIMS Spring Into Math and Science - AIMS Chart Activity									
Assessment The table shows the population of five major cities in the United States. Study the table and then answer questions 1 through 3.															
1) Which city has the most people? A. Atlanta C. Miami B. New York D. Boston															
2) Which city has nearly 600,000 people? A. Boston C. Miami B. Atlanta D. New York															
3) How many people live in Atlanta and Miami? A. 752,565 C. 742,656 B. 752,555 D. 652,565															

Grade 3 Mathematics

Unit: Data Interpretation

Strand: Tables/Charts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	M								

District Objective

Identify and compare chart values, determine the value of multiple entries, perform the necessary calculations to find the missing parts of a table.

Bloom's Analysis

Quarter 4

No. Hours

ITBS
 SAT9
 PASS
 CRT

2.0

PASS Objective

The student will...

VI. Data Analysis

- B. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., collect and display lunch menu data, predict how many children will bring their lunch based on the menu, and how many brought it the last time that menu was served).

NCTM Standard

Pgs. 158, 159, 202, 206, 176, 177

Text Correlation

Saxon, Lesson 70

Rating

2

Additional Resources

*Math By All Means Multiplication - Marilyn Burns
 (Patterns in Multiples and T charts for missing parts);
 Cooperative Activity for Chart Values; Patterns in Multiples;
 Hundred Chart
 (*Available for check-out at ASC)

Assessment

1) Jessica had to buy enough cupcakes to serve each of her 23 classmates one cupcake. When Jessica went to the store, she found that cupcakes could be bought only in boxes of 6. Complete the chart in your head to find out how many boxes Jessica would need to buy.

2) This bar graph shows the hair color of students in Mr. Garcia's class.

Boxes	1	2	?	?
Cupcakes	6	12	18	?

- a. 3 boxes b. 4 boxes
 c. 5 boxes d. 2 boxes

How many more students would need to have red hair to show one more person with red hair than with blond hair?

- a. 3 b. 9 c. 8 d. 4

(Assessments continued on following page)

Assessment

3) The Fords went to the farm stand to buy vegetables for their dinner. Study the chart below. The chart shows information about the vegetables they bought. Finish the cost part of the chart. Then find how much money the Fords spent in all. Write this amount in the total part of the chart.

Joey gave the clerk a ten-dollar bill. How much change did he receive? _____

Grade 3 Mathematics

Unit: Data Interpretation

Strand: Tables/Charts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										

District Objective

Use and interpret data in a table to solve real world story problems involving addition and/or subtraction.

**Bloom's
Application**

**Quarter
4**

**No. Hours
2.0**

● ITBS ● SAT9 ● PASS ○ CRT

PASS Objective

The student will...

VI. Data Analysis

B. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., collect and display lunch menu data, predict how many children will bring their lunch based on the menu, and how many brought it the last time that menu was served).

**NCTM
Standard
Pgs. 176-181**

Text Correlation
None

Rating
3

Additional Resources

*Math Their Way (Mathematics A Way of Thinking)
You Just Won A Shopping Spree Activity
(*Available for check-out at ASC)

Assessment

Melinda's scout troop made jewelry to sell. The table below shows the items that the troop made. Use the table to answer questions 1, 2, and 3.

Items	Number of Items
earrings	5 pairs
bracelets	8
necklaces	12

2. The scouts sold each earring for 60 cents. How much did they make from the sale of the earrings?

- A. \$ 5.00
- B. \$ 6.00
- C. \$30.00
- D. \$ 3.00

1. The scouts sold 4 of the bracelets for 70 cents each and the rest for 45 cents each. How much did they make from the sale of the bracelets?

- A. \$4.60
- B. \$1.20
- C. \$8.00
- D. \$5.40

Grade 3 Mathematics															
Unit: Geometry										Strand: Measurement					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Solve story problems dealing with measurement.												Bloom's		Quarter 4	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will... V. Measurement B. Use appropriate unit of measurement to solve problems involving length and weight.												NCTM Standard Pg. 170			
Text Correlation Saxon, Lesson 74					Rating 2		Additional Resources AIMS Math Made Simple (Grade 3 - F. Schaffer) Exploring Measurement (World Teachers Press) Linear Measurement Activity								
Assessment Use your inch ruler to solve this problem. Kevin knows there are 12 inches in 1 foot. How many inches are there in 2½ feet? a. 36 inches b. 30 inches c. 26 inches d. 18 inches															

Grade 3 Mathematics															
Unit: Probability										Strand: Chance					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Explain the probability of chance events as more, less, or equally likely.												Bloom's Comprehension		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will... VI. Data Analysis D. Describe the probability (more, less, or equally likely) of chance events.												NCTM Standard Pgs. 170, 176			
Text Correlation Saxon, Lesson 80				Rating 3		Additional Resources Frank Schaffer's "Math Made Simple" - Grade 3 Sweet Probabilities Activity									
Assessment Students love to think of and play probability games. Have the students decide how many paper squares of different colors to put in a lunch bag. They need to start simple, for example, using one color of each square. Have students predict how many times each color will be picked out of the bag out of a certain number of tries. As different amounts of each object are put in the bag, students should begin to predict that those squares of one color with larger amounts in the bag should be drawn more often. It is probable that that will happen. List students' predictions and vote on them, showing the number for each prediction. Then experiment by having each student blindly draw a square, tally it, and return it to the bag. Shake the bag and repeat the procedure until the student has exhausted his or her given number of tries. See if the results are similar to the students' predictions. Students will begin to see that the predictions, however logical, may not match the results. Ask students if they can see why scientists need to repeat experiments many times before announcing results.															

Grade 3 Mathematics															
Unit: Probability										Strand: Permutations					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	M								
District Objective List permutations and combinations of three or less items.												Bloom's		Quarter 4	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will... VI. Data Analysis E. List arrangements (permutations) and combinations of up to three items (e.g., possible ways to arrange scoops of chocolate, strawberry, and vanilla ice cream on a cone).												NCTM Standard Pg. 176			
Text Correlation Saxon, Lesson 80				Rating 3		Additional Resources Math Made Simple (3) by Frank Schaffer Money and Measurement - Inchworms Activity Finding Multiple Ways to Solve a Problem Activity									
Assessment (Full size copy follows)															

Grade 3 Mathematics

Unit: Whole Numbers **Strand:** Subtract Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											

District Objective Subtract 1-3 digit numbers when regrouping is required.	Bloom's Knowledge	Quarter 4
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT		No. Hours 6.0

PASS Objective The student will... III. Number Operations and Computation A. Connect physical materials with addition and subtraction algorithms and use the algorithms to add and subtract numbers of 4 digits or less (with and without regrouping).	NCTM Standard Pg. 148
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Text Correlation Saxon, Lesson 94, 97, 98, 104	Rating 1	Additional Resources * Math Games for Kids with Cards and Dice Pg. 4-28 & 29 * Mathematics A Way of Thinking Genie and Lamp Subtraction with Regrouping Review (*Available for check-out at ASC)
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Assessment		
1) $17 - 9 = 8$	2) $74 - 25 = 49$	3) $\begin{array}{r} 486 \\ -198 \\ \hline 288 \end{array}$
4) $\begin{array}{r} 300 \\ -57 \\ \hline 243 \end{array}$	5) $543 - 9 = 534$	

Grade 3 Mathematics															
Unit: Problem Solving										Strand: Solution					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Verify and interpret results based on the original problem.												Bloom's Synthesis		Quarter 4	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will...												NCTM Standard			
I. Problem Solving D. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).															
Text Correlation Saxon, Lesson 94						Rating 1		Additional Resources The Math Curse Activity 4 Steps to Problem Solving Activity							
Assessment															

Grade 3 Mathematics															
Unit: Measurement										Strand: Time					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									
District Objective Calculate length of time through addition, subtraction, multiplication, and division.												Bloom's Knowledge Application		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT														No. Hours 1.0	
PASS Objective The student will...														NCTM Standard	
Text Correlation Saxon, Lesson 131, 103						Rating 2		Additional Resources AIMS, Listen Up! Math K-3 (Teaching and Learning Co.) Linking Math Through Literature (Carson-Dellosa) Pg. 64 Time, Money and Measurement "Time to Add" Activity							
Assessment (Full size copy of assessment follows on next page).															

Grade 3 Mathematics

Unit: Numeration

Strand: Patterns

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											

District Objective

Record and explain patterns in multiplication.

Bloom's

Comprehension

Quarter
4

No. Hours
1.5

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

I. Patterns

D. Describe and record patterns in multiplication.

NCTM

Standard

Pgs. 158-160

Text Correlation

Saxon, Lesson 110,
120

Rating

1

Additional Resources

* Marilyn Burns, Multiplication Their Way
 * PBS Mathline (Patterns & Relationships), See Video
 * Mathematics A Way of Thinking, Pgs. 33-48
 Calculator Pattern Puzzles Activity
 Multiplication Constellations Activity

Assessment

Which of these is another way to write the math problem below?

$$5 + 5 + 5 + 5 = \square$$

A. $5 \times 5 \times 5 \times 5 \times 5 = \square$

B. $4 + 5 = \square$

C. $(5 \times 5) + (5 \times 5) = \square$

D. $4 \times 5 = \square$

Grade 3 Mathematics															
Unit: Whole Numbers								Strand: Multiply Whole Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Multiply two- or three-digit numbers by one-digit (with or without regrouping).												Bloom's Knowledge		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 3.0	
PASS Objective The student will... III. Number Operations and Computation E. Solve problems involving money that require addition and subtraction.														NCTM Standard Pgs. 148, 151	
Text Correlation Saxon, Lesson 113, 121						Rating 1		Additional Resources * Family Math - Pgs. 127-132 Math Fun! (Suggested Strategies/Activities) (*Available for check-out at ASC)							
Assessment															
1) 33 $\times 3$ 99				2) $21 \times 4 = 84$				3) $100 \times 8 = 800$							
4) 64 $\times 5$ 320				5) $603 \times 5 = 1,815$											

Grade 3 Mathematics																															
Unit: Numeration								Strand: Estimation																							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal																
		I	E	E	E	E	M																								
District Objective Make reasonable estimations of sums to nearest ten, real life scenario, subtraction, word problems, whole numbers, fractions, decimals, integers.												Bloom's Application		Quarter 4 No. Hours 3.0																	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT																															
PASS Objective The student will...												NCTM Standard Pg. 148																			
Text Correlation				Rating		Additional Resources * A Collection of Math - Lesson Gr. 1-3, Pgs. 41-46 * Estimation Destinations PBS Mathline (Number Sense), use video resource Academy Curricular Exchange "Estimating With Money" Activity Estimation Celebration Activity Too Much Talking Activity How Many in a Jar?/Dot, Dot, Dot....Activities Just a Minute/Reading Rate Activities With EEEEs/Word Finder Activities (*Available for check-out at ASC)																									
Assessment 1. Tanya bought 74 blue pencils and 38 red pencils. If you want to estimate the number of pencils she bought by rounding each number to the nearest ten, what numbers should you use in your estimate? A. 70 and 30 B. 70 and 40 C. 80 and 30 D. 80 and 40																2. What two numbers would you use to estimate the following problem? $\begin{array}{r} 74 \\ - 39 \\ \hline \end{array}$ A. 70 and 80 B. 80 and 30 C. 80 and 40 D. 70 and 40															

Grade 3 Mathematics															
Unit: Fractions										Strand: Fractional Parts					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									
District Objective Make comparisons of fractional parts.												Bloom's Analysis		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 2.0		
PASS Objective The student will...													NCTM Standard Pgs. 148, 149, 150		
II. Number Sense D. Compare and represent fractional parts (e.g., physical models, pictures, egg cartons, fraction strips).															
Text Correlation Saxon, Lesson 137						Rating 1		Additional Resources *Actions With Fractions * Basic Math Games Pgs. 30-31 * A Model of Mathematics Equivalent Fractions Activity (*Available for check-out at ASC)							
Assessment															
1. Write the fraction for the shaded part. Then use $>$ or $<$,															
2. Write the fraction for the shaded part. Then use $>$, $<$, or $+$.															

