

Quarterly Content Guide – Grade 3	
Quarter 1	Quarter 2
<p>Review:</p> <ul style="list-style-type: none"> • Addition and Subtraction with Regrouping • Equalities and Inequalities <p>Modeling Multiplication and Division</p> <ul style="list-style-type: none"> • Repeated Addition • Arrays • Combinations • Partitioning <p>Multiplication and Division Fact Families</p> <p>Problem Solving</p>	<p>Patterns and Functions</p> <p>Two-Dimensional Shapes</p> <ul style="list-style-type: none"> • Review Angles and Polygons • Properties • Compose, Decompose, and Transform Polygons • Congruency and Similarity <p>Transformations (T)</p> <ul style="list-style-type: none"> • Frequency Tables, Bar Graphs, Pictographs, Line Plots <p>Perimeter</p> <p>Area (T)</p> <p>Data Analysis: Surveys, Charts, and Graphs</p>
Quarter 3	Quarter 4
<p>Money (T)</p> <p>Median, Mode, and Range (T)</p> <p>Measurement: Time</p> <ul style="list-style-type: none"> • Nearest Minute, Quarter Hour • Elapsed Time <p>Coordinate Graphing (T)</p> <p>Likelihood/Probability (T)</p> <p>Measurement: Customary and Metric (T)</p> <ul style="list-style-type: none"> • Length, Capacity, and Weight • Temperature <p>Fractions</p> <ul style="list-style-type: none"> • Writing • Comparing and Ordering 	<p>Problem Solving with Numbers $\leq 100,000$</p> <ul style="list-style-type: none"> • Estimate Solutions • Compute Solutions <p>Reinforcing: Fractions</p> <ul style="list-style-type: none"> • Comparing and Ordering • Equivalent Fractions <p>Linear Measures</p> <ul style="list-style-type: none"> • Fractional Units <p>Extension</p> <ul style="list-style-type: none"> • Problem Solving with Multiplication and Division • Multiplying Two- and Three-Digit Numbers

THIRD GRADE, QUARTER 1						
QTR 1	D A Y S	2007 Sunshine State Standards BENCHMARKS	Textbook Resources Identified by Chapter -Section (i.e., 4-1)	Supplemental Resources	Instructional Strategies	Assessment
<p>Chapter 2 and Chapter 3 should be used to <u>review</u> addition and subtraction, <u>as needed</u>. It is suggested that a pretest be administered to determine the needs of each individual class. It is not an expectation that all of Chapter 2 and Chapter 3 be covered at this time. Recommendation: Teach multiplication and division facts together as fact families.</p>						
<p>QUARTER 1: Required District Assessments: None</p>						
<p>CONTENT: Review of Addition and Subtraction of Whole Numbers, Algebraic Thinking</p>						
Quarter 1	10	<p>Addition and Subtraction of whole numbers w/ regrouping</p> <p>Equalities/Inequalities</p> <p>*KEY TERMS: sum, difference, addends, equation, numerical expression</p>	<p>3-1, 3-2, 3-3, 3-4, 3-7, 3-8, 3-9, 3-10,</p> <p>PS- p.34 EM- p.34</p> <p>3-14</p> <p>ESL- p.31 PS- p.42 EM- p.42 TE- p.168B, MVK- pp.13-16</p>	<p>TE pg. 89</p> <p>e-tools, place value 3,4 PE pg. 131</p> <p>e-tools, money 14, 15</p>	<p>Manipulatives Calculators Money TTM-4</p> <p><u>Alexander Who Used to be Rich Last Sunday</u>, by Judith Viorst</p> <p><u>Smart</u> (Where the Sidewalk Ends), by Shel Silverstein</p>	<p>Diagnostic Checkpoint, Chapter 3, Section A and B</p>
<p>Big Idea #1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.</p>						
Quarter 1	10	<p>MA.3.A.1.1: Model multiplication and division including problems presented in context: repeat addition, multiplication comparison, array, how many combinations, measurements, and partitioning.</p>	<p>5-1, 5-2, 7-1, 7-2</p>			

<p>Quarter 1</p>	<p>20</p>	<p>MA.3.A.1.2: Solve multiplication and division fact problems by using strategies that result from applying number properties.</p> <p><u>Recommendation:</u> Teach multiplication and division simultaneously as fact families. Continue reinforcing multiplication and division facts throughout the year.</p> <p>MA.3.A.1.3 Identify, describe, and apply division and multiplication as inverse operations</p> <p>KEY TERMS: division, remainder, dividend, divisor, quotient</p>	<p>Multiplication/division triangles, 5-3, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12</p> <p>TE- p.262B EM- p.60 PS- pp.60, 61, 63 ESL- p.44</p> <p>6-1, 6-2, 6-3, 6-4, 6-5, 6-7, 6-8, 6-9</p> <p>TE- p.318A/B EM- p.71 PS- pp.71, 72, 73, and 77 ESL- p.45</p> <p>7-5</p> <p>7-6, 7-7, 7-8, 7-9, 7-10, 7-12</p> <p>TE 384A/B, 386A/B, 388A/B, 390A/B, 392A/B, 402A/B EM 89, 90, 91, 94</p>	<p>e-tools, counters 9, 10 TE pg. 291, 327, 401</p>	<p>Math Journal Students create word problems requiring regrouping for buddies to solve.</p> <p>Math Journal Students will draw an array and write a word problem for a given division or multiplication number sentence.</p> <p><u>The Doorbell Rang</u></p> <p>Students will create Fact Family Houses. Draw houses. Each window represents a member of the fact family.</p>	<p>Diagnostic Checkpoints from</p> <p>Chapter 5A and 5B Chapter 6A and 6B Chapter 7C</p> <p>Chapter Tests: 5, 6, and 7</p>
------------------	-----------	--	--	---	--	--

Supporting Idea #6: Number and Operations					
Quarter 1	5	MA.3.G.6.2: Solve non-routine problems by making a table, chart, or list and searching for patterns.	5-4, 6-6, 6-10, supplement with real-world applications unit; introduce problem solving strategies		
Daily "Calendar Math" should be incorporated into the THIRD grade math curriculum. Skills such as basic computation, problem solving, data collection, and representation should be revisited throughout the year to maintain and extend skills. Skills should not be taught in isolation.					
End of Quarter 1					

THIRD GRADE, QUARTER 2:						
QTR 2	D A Y S	2007 Sunshine State Standards BENCHMARKS	Textbook Resources Identified by Chapter-Section (i.e., 4-1)	Supplemental Resources	Instructional Strategies	Assessment
QUARTER 2: Required District Assessments <ul style="list-style-type: none"> • Patterns and Functions; Supporting Idea #4 • Two-Dimensional Shapes; Big Idea #3 • Tables and Graphs; Supporting Idea #7 						
Supporting Idea #4: Algebra						
Quarter 2	5	MA.3.A.4.1: Create, analyze and represent patterns and relationships using words, variables, tables, and graphs	5-4, 6-6, 6-8, 6-10 and supplement text with function tables TE- pp.344A/B; EM- p.80 PS- p.80 TTM- p.6			Required District Assessment <u>Patterns and Functions</u> Supporting Idea #4 MA.3.A.4
Big Idea #3: Describe and analyze properties of two-dimensional shapes.						
Quarter 2	2	Review: Types of Angles and Polygons *KEY TERMS: acute angle, angle symbol \angle, hexagon, obtuse angle, octagon, pentagon, polygon, quadrilateral, right angle, side, triangle, vertex	8-5, 8-6 TE- p.449		Ellison Machine Students use die cuts to create two- dimensional figures	

Quarter 2	16	<p>MA.3.G.3.1: Describe, analyze, and compare 2-D shapes using sides and angles.</p> <p>*KEY TERMS: acute triangle, equilateral triangle, obtuse triangle, parallel lines, parallelogram, rectangle, regular polygon, rhombus, right triangle, scalene triangle, square, trapezoid</p>	<p>8-7,8-8, supplement text</p> <p>TE- pp.450A/B pp.454A/B PS- pp.103, 104 EM- pp.103, 104</p>	<p>e-tools, Geometry shapes 40, 41, 42 Geometry Drawing 46, 47</p>	<p>* 3-D Gumdrops</p> <p>* The Greedy Triangle</p> <p>Math Journal Students use geometric vocabulary to describe die cut shapes.</p>	
		<p>MA.3.G.3.2: Compose, decompose, and transform polygons to make other polygons, including concave/convex polygons with 3, 4, 5, 6, 8, or 10 sides.</p>	<p>Supplement text with tangrams, geoboards, drawings on graph paper, etc.; concave/convex terminology</p>			
	3	<p>Transition Standard: Transformations: reflections, translations, rotations</p> <p>*KEY TERMS: flip (reflection), slide (translation), turn (rotation), degrees, clockwise, counterclockwise</p>	<p>8-9, Supplemental text</p> <p>TE 456A/B EM 105 PS 105 ESL 79</p>			

Big Idea #3: Describe and analyze properties of two-dimensional shapes.					
Quarter 2	4	<p>MA.3.G.3.3: Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruency and symmetry.</p> <p>*KEY TERMS: symmetric, line of symmetry, congruent figures, similar figures</p>	<p>8-9, 8-10, supplement text</p> <p>Pages reflect order of skills: TE- pp.456A/B EM- p.105 PS- p.105 TE- pp.460A/B EM- p.106 PS- p.106 ESL- p.80</p>		<p>Required District Assessment</p> <p><u>Two- Dimensional Shapes</u> Big Idea #3 MA.3.A.3.1 MA.3.A.3.2 MA.3.A.3.3</p>
Supporting Idea #5: Geometry and Measurement					
Quarter 2	4	<p>MA.3.G.5.1: Select appropriate units, strategies, and tools to solve problems involving perimeter.</p> <p>*KEY TERMS: perimeter</p>	<p>8-11, rubber band theorem supplement text</p> <p>TE- pp. 464B, 468B, 476B EM- pp.107, 111 PS- pp.107, 111 ESL- p.81</p>	TE pg. 467	<p>After finding the perimeter, students will create a frame for a picture they have drawn.</p>

Quarter 2	3	<p><u>Transition Standard: Area</u></p> <p>*KEY TERMS: area</p>	<p>8-12, review multiplication supplement text</p> <p>TE- pp.464B, 468B, 476B</p> <p>EM- pp.107-109, 111</p> <p>PS- pp.107-109, 111</p> <p>ESL- pp.81 - 83</p>		
-----------	---	--	--	--	--

Supporting Idea #7: Data Analysis

Quarter 2	7	<p>MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots; collecting and displaying classroom data from observations, surveys, and experiments.</p> <p>*KEY TERMS: survey, data, tally mark, tally chart, pictograph, bar graph</p>	<p>4-5, 4-6, 4-7, 4-10, 4-11, 4-12, 4-13, 4-14 and supplement with collecting and displaying real-world classroom data.</p> <p>4-11</p> <p>PS- pp.48-51, 54-57</p> <p>EM- pp.48-51, 54-57</p> <p>MVK- pp.19-21</p> <p>TE- pp. 204B, 212B,208B,</p> <p>ESL- pp.35, 40</p> <p>Additional Examples</p> <p>2-9, 2-13, 3-11, 4-11, 5-8, 6-12, 7-3, 10-9, 11-11, p. 231, Ex. 1-3</p>	<p>e-tools spreadsheet 3</p> <p>TE pg. 207, 231</p> <p>e-tools spreadsheet/data grapher 33, 34, 35</p>	<p>Find samples of graphs in newspapers (USA Today) or magazines .</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Required District Assessment</p> <p><u>Tables and Graphs</u> Supporting Idea #7 MA.3.S.7.1</p> </div>
-----------	---	---	--	---	--	---

Daily "Calendar Math" should be incorporated into the THIRD grade math curriculum. Skills such as basic computation, problem solving, data collection, and representation should be revisited throughout the year to maintain and extend skills.

End of Quarter 2

THIRD GRADE, QUARTER 3:						
QTR 3	D A Y S	2007 Sunshine State Standards BENCHMARKS	Textbook Resources Identified by Chapter-Section (i.e., 4-1)	Supplemental Resources	Instructional Strategies	Assessment
QUARTER 3: Required District Assessments <ul style="list-style-type: none"> • Time; Supporting Idea #5; MA.3.G.5.3 • Multiplication and Division; Big Idea #1 • Fractions; Big Idea #2 						
Quarter 3	4	Transition Standard: Money/Making Change	1-12, 1-13			
	4	Transition Standard: Median, Mode, Range *KEY TERMS: median, mode, range	4-6, 4-10, 4-12. 4-13 TE- p.222B; EM- p.49 PS- p.49 Supplement text	Teach: median, mode, and range during graphing activities. How Long is Your Name graph		

Supporting Idea #5: Geometry and Measurement						
Quarter 3	6	<p>MA.3.G.5.3: Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.</p> <p>KEY TERMS: hour, minute, second, analog clock, digital clock, am, pm, century, decade, leap year, month, week, year, elapsed time,</p>	<p>4-1, 4-2, 4-3, 4-4 Supplement text</p> <p>TTM- pp. 1, 7 TE- pp.192B; 198B PS- pp. 44, 45, 47 EM- pp. 44, 45, 47 ESL- pp. 33 - 35</p>	<p>TE pg. 195</p> <p>e-tools Time 18, 19, 20</p>	<p>Judy Clocks - See TTM-7. To model half-hour and quarter hours, fold clock in half and quarters</p>	<p>Required District Assessment</p> <p><u>Time</u> Supporting Idea #5 MA.3.G.5.3</p>
	2	<p>Transition Standard: Coordinate Graphing /Ordered Pairs</p> <p>*KEY TERMS: ordered pair, coordinate grid, plot, line graph, horizontal, vertical, diagonal</p>	<p>4-9</p> <p>TE- pp.218A/B TTM- p.8 ESL- p.38 PS- p.5 EM- p.52</p>			
	2	<p>Transition Standard: Likelihood /Probability</p> <p>*KEY TERMS: certain event, equally likely outcomes, fair game, impossible event, likely event, outcome, possible event, probability, unlikely event</p>	<p>12-7, 12-8, 12-9, 12-10</p> <p>EM- p.161 PS- p.161</p>	<p>e-tools, probability 30, 31</p>		<p>Required District Assessment</p> <p><u>Multiplication & Division</u> Big Idea #1 MA.3.A.1.1 MA.3.A.1.2 MA.3.A.1.3</p>

Big Idea #2: Develop an understanding of fractions and fraction equivalents.						
Quarter 3	4	<p>MA.3.A.2.2: Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.</p>	<p>9-1, 9-2</p> <p>EM- p.113 PS- p.113</p>			
	2	<p>MA.3.A.2.3: Compare and order fractions, including fractions greater than one, using models and strategies.)</p> <p>*KEY TERMS: fraction, numerator, denominator, mixed number, equivalent fractions, tenth, hundredth</p>	<p>9-4, <, >, =</p> <p>EM- p.115 PS- p.115</p>		<p>e-tools fractions 21,22 TE pg. 571</p>	
	6	<p>Transition Standard: Measurement Recognition of customary and metric units of length, capacity, weight, mass including their comparative size. (i.e .identify the unit that would be used to measure ..., etc.)</p> <p>*KEY TERMS: capacity, cubic unit, cup, gallon, liter, milliliter, pint, quart, volume, gram, ounce, pound, kilogram</p>	<p>9-12, 9-14, 9-15, 10-6, 10-7</p> <p>TE- pp.522, 536B, 584B, 588B</p> <p>EM-p.125,135,157,158 PS-pp.125,135,157, 158 ESL-pp.90,93,100,101 Supplement text</p> <p>12-1, 12-2, 12-4, 12-5</p>	<p>TE pg 693</p>		<p>Required District Assessment</p> <p><u>Fractions</u> Big Idea #2 MA.3.A.2.1 MA.3.A.2.3 MA.3.A.2.4</p>

Quarter 3	1	Transition Standard: Temperature *KEY TERMS: thermometer, degrees Celsius, degrees Fahrenheit	12-6 EM 159 PS 159			
	5	Administration of FCAT				
	2	MA.3.A.2.3: Compare and order fractions, including fractions greater than one, using models and strategies.) *KEY TERMS: fraction, numerator, denominator, mixed number, equivalent fractions, tenth, hundredth	9-4, <, >, = EM- p.115 PS- p.115		e-tools fractions 21,22 TE pg. 571	
	4	MA.3.A.2.1: Represent fractions, including fractions greater than one, using area, set, and linear models.	9-6, 9-7, 9-8, 9-10 EM- pp.117, 119, 121 PS- pp.117 - 121			
	3	MA.3.A.2.4: Use models to represent equivalent fractions (halves, fourths, eighths, tenths), including fractions greater than one, and identify representations of equivalence.	Supplement text			
Daily "Calendar Math" should be incorporated into the THIRD grade math curriculum. Skills such as basic computation, problem solving, data collection, and representation should be revisited throughout the year to maintain and extend skills.						
End of Quarter 3						

THIRD GRADE, QUARTER 4:						
QTR 4	D A Y S	2007 Sunshine State Standards BENCHMARKS	Textbook Resources Identified by Chapter-Section (i.e., 4-1)	Supplemental Resources	Instructional Strategies	Assessment
QUARTER 4: Required District Assessments <ul style="list-style-type: none"> • Problem Solving; Supporting Idea #6 						
Supporting Idea #6: Number and Operations						
Quarter 4	7	MA.3.A.6.1: Represent, compute, estimate, and solve problems using numbers through hundred thousands	11 - 1		Use newspapers to create a shopping list. Estimate final cost. Students bring in samples of schedules (TV, movies, etc.) and generate question	Required District Assessment Problem Solving Supporting Idea #6 MA.3.A.6.1
Big Idea #2: Develop an understanding of fractions and fraction equivalents.						
Quarter 4	6	MA.3.A.2.3: Reinforce comparing and ordering fractions; equivalent fractions	Supplement text			

Supporting Idea #5: Geometry and Measurement

Quarter 4	7	MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$. (9-12, 9-13, 10-1, 10-6)	9-12, 9-13, 10-1, 10-6 Supplement text			
------------------	----------	---	---	--	--	--

Big Idea #1 / Extension: Multiplication and Division

Quarter 4	10	MA.3.A.1.2: Solve multiplication and division problems by using strategies that result from applying number properties.	Supplement text			
Quarter 4	10	Looking Ahead to MA.4.A.1.2: Multiplying two- and three-digit numbers.	11-7, 11-8, 11-9, 11-10, 11-5, 11-6			

Daily "Calendar Math" should be incorporated into the THIRD grade math curriculum. Skills such as basic computation, problem solving, data collection, and representation should be revisited throughout the year to maintain and extend skills.

End of Quarter 4

Abbreviations Used in Mathematics Academic Plans

TE - Teacher's Edition	ESL - Every Student Learns	HSC - Home-School Connection
EM - Enrichment Workbook	TTM - Teaching Tool Masters	AOFFDK - Activity Options for Full Day
PS - Problem Solving Workbook	MVK - Math Vocabulary Kit	Kindergarten
AS - Assessment Sourcebook	TO - Teacher Observation	