

Grade 3 Math**First Six Weeks**

Topic	Mathematics Objectives	Sample Essential Questions
Number Sense	1.01a Develop number sense for whole numbers through 9,999 by connecting model, number word, and number using a variety of representations.	How would you use base 10 blocks to represent the number _____? Draw an array to represent the number _____.
Number Sense (Place Value)	1.01b Develop number sense for whole numbers through 9,999 by building understanding of place value (ones through thousands).	How many 100's are in 2,000? What is the value of the 4 in 1,486?
Number Sense (Comparison)	1.01c Develop number sense for whole numbers through 9,999 by comparing and ordering.	Which number is greater? How would you order these numbers from least to greatest?
Old Objective	TBT Identify odd and even numbers; generalize ways to determine odd or even.	Is the number 567 odd or even? How can you tell?
Addition & Subtraction	1.02a Develop fluency with multi-digit addition and subtraction through 2,000 using strategies for adding and subtracting numbers.	What are some combinations of smaller arrays that would make the number _____?
Addition & Subtraction	1.02b Develop fluency with multi-digit addition and subtraction through 2,000 using estimation of sums and differences in appropriate situations.	Which of the following benchmark numbers would you use to estimate the number of players on a basketball team? 10, 100, or 500?
Addition & Subtraction	1.02c Develop fluency with multi-digit addition and subtraction through 2,000 using relationships between operations.	How could you use subtraction to find the missing addend? $297 + X = 532$
Old objective	TBT Subtract 2 – and 3-digit numbers through 2,000.	How would I explain to my friend in writing how to subtract 250 from 580?

Properties	1.04 Use basic properties (identity, commutation, associative, order of operations) for addition and subtraction.	Can you change the order of numbers when you add? Subtract? Justify your thinking. If the bus picks you up at 7:00 and you get to school at 7:40, how long was your ride?
Problem Solving	1.06 Develop flexibility in solving problems by selection strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	
Measurement (elapsed time)	2.01a Solve problems using measurement concepts and procedures involving elapsed time.	
Measurement (equivalent)	2.01b Solve problems using measurement concepts and procedures involving equivalent measures within the same measurement system.	

Grade 3 Math		Second Six Weeks
Topic	Mathematics Objectives	Sample Essential Questions
Multiplication	1.03a Develop fluency with multiplication from 1 x 1 to 12 x 12 up to two-digit by one-digit numbers using strategies for multiplying numbers.	
Multiplication	1.03b Develop fluency with multiplication from 1 x 1 to 12 x 12 up to two-digit by one-digit numbers using estimation of products in appropriate situations.	
Operations	1.04 Continue to use basic properties (identity, commutation, associative, order of operations) for addition subtraction , and multiplication.	
Old Objective	TBT Determine the value of sets of coins to \$5.00 and create equivalent amounts with different coins.	
Old Objective	TBT Estimate and compute the cost of items up to \$5.00; make change up to \$5.00.	
Measurement (Temperature)	2.02d Estimate and measure temperature (Fahrenheit, Celsius).	
TBT	TBT Tell time to the nearest minute with digital and analog clocks; record. Solve problems related to time.	
Measurement (Elapsed Time)	2.01a Continue to solve problems using measurement concepts and procedures involving elapsed time.	
Measurement (Equivalent)	2.01b Continue to solve problems using measurement concepts and procedures using equivalent measures within the same measurement system.	

What do you get if you multiply and number times 1?

If a hamburger costs \$2.95, how much change would you receive from a \$5.00 bill

What does the thermometer read?

Grade 3 Math	Third Six Weeks
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Topic	Mathematics Objectives	Sample Essential Questions
Fractions	1.05a Use area or region models and set models of fractions to explore part-whole relationships by representing fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).	What fraction of the circle is _____?
Fractions	1.05b Use area or region models and set models of fractions to explore part-whole relationships comparing and ordering fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.	
Fractions (Equivalents)	1.05c Explore part-whole relationships by modeling and describing common equivalents, especially relationships among halves, fourths and eighths, and thirds and sixths.	
Fractions	1.05d Use area or region models and set models of fractions to explore part-whole relationships by understanding that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.	
Fractions	1.05e Use area or region models and set models of fractions to explore part-whole relationships developing flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	
Old Objective	TBT Describe the probability of chance events as more, less or equally likely to occur.	

Probability	4.02 Determine the number of permutations and combinations of up to three items.	What is the difference between a permutation and a combination?
Probability	4.03 Solve probability problems using permutation and combinations.	How do you find the probability of___?

Grade 3 Math**Fourth Six Weeks**

Topic	Mathematics Objectives	Sample Essential Questions
Multiplication & Division	1.03a Develop fluency with multiplication from 1 x 1 to 12 x 12 and division up to two-digit by one-digit numbers using strategies for multiplying and dividing numbers.	
Multiplication & Division	1.03b Develop fluency with multiplication from 1 x 1 to 12 x 12 and division up to two-digit by one-digit numbers using strategies for multiplying and dividing numbers.	
Multiplication & Division	1.03c Develop fluency with multiplication from 1 x 1 to 12 x 12 and division up to two-digit by one-digit numbers using relationships between operations.	
Algebra	5.01 Describe and extend numeric and geometric patterns.	What would the “next line” of Pascal’s triangle be?
Algebra	5.02 Extend and find missing terms of repeating and growing patterns.	What is missing in the sequence: x, y, g, x, y, g, x, ____, g?
Algebra	5.03 Use symbols to represent unknown quantities in number sentences.	
Algebra	5.04 Find the value of the unknown in a number sentence.	What does the heart represent in the equation $5 + \heartsuit = 12$?

Old Objective	TBT Read and interpret graphs and charts (bar, pictures, circle, line and line plots) as sources of information; identify main idea, draw conclusions and make predictions.	
Old Objective	TBT Construct and use time lines to display sequences of events.	
Measurement (Capacity)	2.02a Estimate and measure capacity (cups, pints, quarts, gallons, liters) using appropriate units.	How much liquid should this container hold? What is the capacity of the container?
Measurement (Length)	2.02b Estimate and measure length (feet, yards, meters , miles, kilometers) using appropriate units.	How far is it from your desk to the classroom door?
Measurement (Mass)	2.02c Estimate and measure mass (ounces, pounds, grams, kilograms) using appropriate units.	Which unit of measure are you most likely to use when you step on the scales? Which is bigger an ounce or a pound?

Grade 3 Math**Sixth Six Weeks**

Topic	Mathematics Objectives	Sample Essential Questions
Measurement (Elapsed Time)	2.01a Continue to solve problems using measurement concepts and procedures involving elapsed time.	
Measurement (Elapsed Time)	2.01b Continue to solve problems using measurement concepts and procedures using equivalent measures within the same measurement system. Review any concept previously taught.	