

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 3**

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Vision Statement

Students in Elkhart Community Schools will develop the competence to solve problems, make generalizations, and make connections between mathematical ideas as well as other disciplines.

Mission Statement

Mathematics instruction will be centered upon reasoning, problem-solving, and mathematical communication skills. This will be accomplished through the presentation of problems in real-world contexts, class discussions that focus on the investigation of mathematical ideas, and the use of technology.

Course Description

0430

Grade 3 students understand place value in whole numbers up to 1,000 and the relationship among whole numbers, simple fractions, and decimals. They solve problems involving addition, subtraction, multiplication, division, and simple number and functional relationships. They describe and compare geometric shapes. They choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money. Students also find and communicate solutions to problems.

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POWER INDICATORS

STANDARD 1 – NUMBER SENSE	
<i>Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.</i>	
3.1.4	Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.
3.1.5	Compare whole numbers up to 1,000 and arrange them in numerical order.
3.1.10	Given a pair of fractions, decide which is larger or smaller by using objects or pictures.
STANDARD 2 - COMPUTATION	
<i>Students solve simple problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.</i>	
3.2.1*	Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.
3.2.2	Represent the concept of multiplication as repeated addition.
3.2.4	Know and use the inverse relationship between multiplication and division facts, such as $6 \times 7 = 42$, $42 \div 7 = 6$, $7 \times 6 = 42$, $42 \div 6 = 7$.
3.2.5	Show mastery of multiplication facts for 2, 5, and 10.
3.2.6	Add and subtract simple fractions with the same denominator.
STANDARD 3 – ALGEBRA AND FUNCTIONS	
<i>Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.</i>	
3.3.1*	Represent relationships of quantities in the form of a numeric expression or equation.
3.3.5	Create, describe, and extend number patterns using multiplication.
3.3.6*	Solve simple problems involving a functional relationship between two quantities.

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POWER INDICATORS (Continued)

STANDARD 4 - GEOMETRY	
<i>Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.</i>	
3.4.1*	Identify quadrilaterals as four-sided shapes.
3.4.2*	Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.
3.4.3	Identify, describe, and classify: cube, sphere, prism, pyramid, cone, and cylinder.
3.4.8	Identify and draw lines of symmetry in geometric shapes (by hand or using technology)
STANDARD 5 – MEASUREMENT	
<i>Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.</i>	
3.5.2*	Add units of length that may require regrouping of inches to feet or centimeters to meters.
3.5.3*	Find the perimeter of a polygon.
3.5.4*	Estimate or find the area of shapes by covering them with squares.
3.5.10*	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.
STANDARD 6 – PROBLEM SOLVING	
<i>Students make decisions about how to approach problems and communicate their ideas.</i>	
3.6.4	Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

*Extra Significance

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K-6 EVERYDAY MATHEMATICS PACING GUIDE

	August/ September	October	November	December	January	February	March	April	May/ June
Kindergarten	pp. 10-26	pp. 27-48	pp. 49-88	pp. 89-118	pp. 119-155	pp. 156-189	pp. 190-225	pp. 226-266	pp. 267-298
First	Sections 1.1-2.3	Sections 2.4-3.3	Sections 3.4-4.4	Sections 4.5-5.3	Sections 5.4-6.4	Sections 6.5-7.2	Sections 7.3-8.5	Sections 8.6-9.6	Sections 9.7-10.7
Second	Sections 1.1-2.7	Sections 2.8-3.6	Sections 3.7-4.7	Sections 4.8-5.10	Sections 6.1-7.3	Sections 7.4-8.5	Sections 8.6-9.11	Sections 10.1-11.3	Sections 11.4-12.8
Third	Sections 1.1-2.3	Sections 2.4-3.4	Sections 3.5-4.10	Sections 5.1-5.13	Sections 6.1-6.13	Sections 7.1-8.2	Sections 3.3-9.7	Sections 9.8-10.6	Sections 10.7-11.10
Fourth	Sections 1.1-2.7	Sections 2.8-3.12	Sections 4.1-4.11	Sections 5.1-5.9	Sections 5.10-6.11	Sections 7.1-8.2	Sections 8.3-9.7	Sections 9.8-10.7	Sections 11.1-12.7
Fifth	Sections 1.1-2.6	Sections 2.7-3.8	Sections 3.9-5.3	Sections 5.4-5.13	Sections 6.1-7.5	Sections 7.6-8.9	Sections 8.10-9.11	Sections 10.1-11.2	Sections 11.3-12.10
Sixth	Sections 1.1-2.3	Sections 2.4-3.3	Sections 3.4-4.4	Sections 4.5-4.12	Sections 5.1-6.3	Sections 6.4-7.3	Sections 7.4-8.6	Sections 8.7-9.7	Sections 9.8-10.6

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Everyday Mathematics Instructional/Assessment Grid

MMR = Mental Math Reflex, TLG = Teacher's Lesson Guide, SL = Study Link

Unit 1

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (1.13 p. 76ff)	Games, H.L., Assessments TLG page:	Other
1a	DS	Identify and use number patterns to solve problems IN Strand: Problem Solving IN Standard: 3.6.1	p.67 (1.11)	p. 61 (1.10) p. 67 (1.11)	p. 11 (1.7) p. 21-22 1.11	p. 5 #2 p. 12 #2 p. 17 #2 p. 25 #6	Written #1-3, Written #13 Written #14	HL (1.7) <i>Beat the Calculator</i> (1.8) HL (1.11)	Masters p.11
1b	S	Counts by 10s and 100s IN Strand: Number Sense IN Standard: 3.1.1	p. 21 (1.2)	p. 21 (1.2) p. 35 (1.5) p. 45 (1.7)		p. 5 #3 p. 9 #5 p. 17 #3 p. 12 #3 p. 24 #3	Oral #1-4 Slate 4 Written #7, 8 Written #13	HL (1.2)	
1c	DS	Apply place-value concepts in four digit numbers IN Strand: Number Sense IN Standard: 3.1.2		p.35 (1.5)		p. 9 #2 p. 14 #2 p. 25 #2	Slate #1,2,4 Written #8,9	HL (1.3) HL (1.8)	Masters p. 6
1d	DS	Tell and show times to the nearest minute IN Strand: Measurement IN Standard: 3.5.9	p. 26 (1.3) p. 72 (1.12)	p.31 (1.4) p. 41 (1.6) p. 72 (1.12)	p. 26 (1.12) p. 4 #1, 2, 3	p. 5 #5 p. 12 #5 p. 17 #5 p. 24 #5	Slate #6 Written #10 Written #11 Written #12	HL (1.4) HL (1.12)	Masters p.4 Masters p.13
1e	DS	Calculate the values of combinations of bills and coins and write the total in dollars and cents notation IN Strand: Measurement IN Standard: 3.5.10, 3.5.11	p. 55 (1.9) p. 61 (1.10)	p. 55 (1.9)	p. 15-16 1.9 p.18-19 1.10	p. 20 #3 p. 25 #3	Oral # 5 Written #4, 5	HL (1.9) <i>Buyer and Vendor</i> (1.9) HL (1.10)	
1f	S	Find equivalent names for numbers IN Strand: Number Sense, Computation, Algebra IN Standards: 3.1.3, 3.1.4, 3.2.4,3.3.4, 2.1.3,			p. 8 (1.6)	p. 12 #1 p. 17 #1 p. 24 #1	Slate #5 Written #6, 15	<i>Name that Number</i> (1.6) HL (1.6)	
1g	S	Know addition facts IN Strand: Computation IIN Standard: 2.2.1	p. 41 (1.6)		p. 23 (1.11)	p. 5 #6 p. 9 #6 p.12 #6 p.14 #6 p. 24 #6	Written #15	<i>Less than You</i> (1.3) <i>Addition Top-It</i> (1.4) <i>Beat the Calculator</i> (1.8)	

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Unit 2

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (2.10 p. 146ff)	Games, H.L., Assessments TLG page:	Other
2a	D	Estimate answers to multi-digit addition and subtraction problems Standard Name: Computation 3.2.7	p. 128 (2.7) p. 134 (2.8)	p. 115 (2.5) p. 140 (2.9)	p. 46-47 (2.7) p. 50-51 (2.8) p. 56 (2.9)		Written #11-16	HL (2.7) HL (2.8)	Masters p. 29 Masters p. 30
2b	DS	Use basic facts to solve fact extensions Standard Name: Computation 3.2.1	p. 98 (2.2)	p. 105 (2.3) p. 122 (2.6)	p. 31 #1-6 (2.2)	p. 33 #2	Slate #1-3 Written #2-6	HL (2.2) <i>Name that Number (X10) (2.2)</i>	
2c	DS	Complete "What's my Rule?" tables Standard Name: Computation/Algebra 3.2.1, 3.3.6	p. 105 (2.3)		p. 34 (2.3) p. 38 (2.4)	p. 28 #4 p. 39 #4 p. 45 #4 p. 53 #4	Written #3-6	HL (2.3)	Masters p. 15 Masters p. 19
2d	S	Know addition and subtraction facts Standard Name: Computation 3.2.1	p. 92 (2.1)	p. 92 (2.1) p. 98 (2.2) p. 110 (2.4)	p. 31 #1-6 (2.2)	p. 32 #2 p. 43 #2	Oral #1-2 Written #1	<i>Fact Triangles (2.1)</i>	
2e	S	Complete fact and number families Standard Name: Computation 3.2.1	P. 92	p. 98 (2.2)	p.29 (2.1) p. 35 (2.2)	p.32 #2 p. 39 #2 p. 45 #2	Written #1,2	HL 2.1 <i>Fact Triangles (2.1)</i>	
2f	DS	Solve addition and subtraction multi-digit number stories Standard Name: Computation 3.2.1	p. 116 (2.5)		p.36-37 (2.4) p. 40-42 (2.5) p. 44 (2.6) p. 48 (2.7)	p. 32 #1 p. 39 #1 p. 43 #4 p. 45 #6 p. 49 #4,6 p. 53 #6 p. 57 #4,6	Written #7-10	HL (2.4) HL (2.5) HL (2.6)	Masters p. 21 Masters p.23
2g	DS	Add multi-digit numbers	p. 116 (2.5) p. 140 (2.9)	p. 128 (2.7)	p. 46-47 (2.7) p.52 (2.8)	p. 49 #2 p. 53 #3	Slate #4 Written #9,	HL (2.7) HL (2.9)	Masters p. 29 Masters p. 21

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		Standard Name: Computation 3.2.1			p. 54-55 (2.9)	p. 57 # 2	11-13	3 Addends (2.9)	
2h	DS	Subtract multi-digit numbers Standard Name: Computation 3.2. 1	p. 134 (2.8)		p. 50-51 (2.8) p. 56 (2.9)	p. 28 #6 p. 39 #6 p. 57 #2	Written #10,14-16	HL (2.8)	Masters p. 30

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Unit 3

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (3.9 p. 208ff)	Games, H.L., Assessments TLG page:	Other
3a	D	Find the perimeter of a polygon. Standard Name: Measurement 3.5.3	p. 187 (3.5)			p. 70 #1 p. 78 #1	Written #4-6 and 9 Alternative p.211	HL 3.4	Explorations (3.5) p.71 and 74
3b	D	Find the area of a rectangular region divided into square units. Standard Name: Measurement 3.5.4	p. 198 (3.7)		p. 77 (3.7)	p. 80 #1	Written # 7 Written # 8 Written # 10 Alternative p. 211	HL 3.6 HL 3.7	Part 3 (3.7) p. 202
3c	DS	Measure line segments to the nearest $\frac{1}{4}$ inch. Standard Name: Measurement 3.5.1				p. 66 #2 p.70 #2 p. 78 #2	Written #1-3		Masters (3.2) p. 34
3d	S	Measure line segments to the nearest centimeters. Standard Name: Measurement				p. 69 #6 p. 76 #6 p. 80 #6	Written #4-6		

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Unit 4

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (4.10 p. 275ff)	Games, H.L., Assessments TLG page:	Other
4a	D	Solve equal grouping number stories by using multiplication. Standard Name: Computation 3.2.2	p. 225 (4.1) p. 276 (4.10)	p. 236 (4.3) p. 254 (4.6)	p. 87 (4.2) p. 92 (4.4)	p. 89 #2 p. 93 #2 p. 94 #2 p. 95 #2 p. 96 #2 p. 102 #2	Slate #1 Written #1 Written #2	HL 4.1 Minute Math p. 89, 90, 93-95 (4.2) Masters p. 42 (4.2)
4b	D	Solve equal grouping and equal sharing number stories. Standard Name: Number Sense 3.1.7 Computation 3.2.3	p. 231 (4.2) p. 237 (4.3) p. 243 (4.4) p. 260 (4.7)	p. 243 (4.4) p. 260 (4.7)	p. 90 (4.3) p. 92 (4.4)	p. 94 #1 p. 96 #1 p. 102 #1	State #2 Written #3 Written #4	HL 4.4 Division Arrays p. 240 (4.3) Minute Math p. 89, 90, 94-95 (4.4)
4c	D	Know multiplication facts from the first set of Fact Triangles. Standard Name: Computation 3.2.5	p. 248 (4.5)	p. 264 (4.8) p. 270 (4.9)		p. 89 #1 p. 91 #2 p. 96 #3 p. 99 #3 p. 102 #3	Slate #1 Written # 1-5, 7, and 9	HL 4.5 <i>Beat The Calculator</i> (4.5 and 4.6) <i>Baseball Multiplication</i> (4.7 & 4.8) Masters p. 53 (4.8) Fact Triangles (4.6)
4d	DS	Know multiplication facts having 2, 5, or 10 as a factor. Standard Name: Computation 3.2.5		p. 270 (4.9)		p. 95 #3 p. 96 #3 p. 102 #3	Oral #1 and 2 Slate #1 Slate #3 Written #1, 5, 10, and 11	HL 4.5 HL 4.6 <i>Beat The Calculator</i> (4.5 and 4.6) Masters p. 53 (4.8) Fact Triangles (4.6)
4e	DS	Complete multiplication/division fact families. Standard Name: Computation 3.2.4 and 3.2.5		p. 254 (4.6)		p. 96 #4 p. 102 #4	Written #5-7	HL 4.6 HL 4.7 Alternative p. 279 Fact Triangles (4.6)
4f	S	Know multiplication facts having 0 or 1 as a factor. Standard Name: Computation 3.2.5 Algebra and Functions 3.3.4				p. 95 #3 p. 99 #3	Slate #1 Written #6 Written #8	HL 4.5 <i>Beat The Calculator</i> (4.5 and 4.6) Fact Triangles (4.6) Masters p. 53 (4.8)

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Unit 5

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (5.13 p. 360ff)	Games, H.L., Assessments TLG page:	Other
5a	B	Read, write, and compare 6- and 7- digit whole numbers. Standard Name: Number Sense 3.1.1, 3.1.3, 3.1.4, and 3.1.5	p. 293 (5.1)	p. 298 (5.2) p. 304 (5.3) p. 311 (5.4) p. 327 (5.7)	p. 104 (5.1)	p. 107 #1 p. 109 #1 p. 111 #1 p. 115 #1 p. 118 #1 p. 120 #1 p. 122 #1	Oral #2 Slate #1 Slate #3 Written #1	HL 5.2 HL 5.3 Number Top-It (5.2 5.3, 5.6, and 5.10)	
5b	B	Read and write 3- digit decimals. Standard Name: Number Sense 3.1.11		p.345 (5.10)	p. 125 (5.11) #1, 3, 4, 7, 10, and 13	p. 126 #2	Oral #3 Slate #2	HL 5.11 (#11 and 14) Number Top-It (3- place decimals) p. 348 (5.10)	Exit Slips Place Value Books p. 351 (5.11)
5c	D	Compare and order decimals. Standard Name: Number Sense 3.1.11			p. 117 (5.7)		Written #5-7, 11, 18, and 19	HL 5.7 HL 5.8 HL 5.9 HL 5.11 <i>Number Top-It</i> (3- place decimals) p. 348 (5.10)	
5d	D	Identify place values in decimals. Standard Name: Number Sense 3.1.11		p. 351 (5.11) p. 357 (5.12)	p. 125 (5.11) #1-13	p. 122 #2 p. 126 #1 and 2 p. 127 #2	Slate #4 Written #12 Written #13	HL 5.8 HL 5.11 (#9-11)	Place Value Books p. 351 (5.11) Masters p. 73 (5.8)
5e	D	Read and write 1- and 2- digit decimals. Standard Name: Number Sense 3.1.11	p. 327 (5.7) p. 333 (5.8)	p. 333 (5.8) p. 357 (5.12)	p. 117 (5.7)	p. 120 #2	Oral #3 Slate #2 Written #2-4 and #8-10	HL 5.7 HL 5.8 HL 5.11	Masters p. 73 (5.8)
5f	DS	Know multiplication facts from the first set of fact triangles. Standard Name: Computation 3.2.5				p. 106 #2 p. 109 #2 p. 111 #4 p. 118 #4 p. 122 #4 p. 126 #4	Written #20-37	<i>Beat The Calculator</i> (5.3 and 5.8) <i>Baseball Multiplication</i> (5.1, 5.7, and 5.11)	Masters p. 66 (5.6) Fact Triangles

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5g	DS	Read, write, and compare whole numbers up to 5 digits. Standard Name: Number Sense 3.1.1	p. 293 (5.1) p. 298 (5.2)	p. 298 (5.2) p. 304 (5.3)	p. 104 (5.1)	p. 111 #3	Oral #2 Slate #1 Written #1, 16, and 17	HL 5.2 HL 5.5 <i>Number Top-It</i> (5.2)	Options p. 296 (5.1)
5h	DS	Identify place value in whole numbers up to 5 digits. Standard Name: Number Sense 3.1.2		p. 298 (5.2) p. 311 (5.4)	p. 104 (5.1) #1-4	p. 106 #1	Slate #3 Written #14 Written #15	<i>Number Top-It</i> (5.2)	

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Unit 6

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (6.13 p. 446ff)	Games, H.L., Assessments TLG page:	Other
6a	D	Identify, draw, and name line segments, lines, and rays. Standard Name: Geometry 3.4.6 3.4.7			p.129 (6.1)	p. 132 (6.2) #1 p. 136 (6.4) #1 p. 141 (6.6) #1 p. 146 (6.8) #1	Written #7-9, 12-14	HL 6.1 Ongoing Assess. p. 432 (6.10) Exit Slips	Masters p. 280 # 1, 3, and 6 Masters p. 106-107 (6.10)
6b	D	Draw parallel and intersecting line segments, lines, and rays. Standard Name: Geometry 3.4.6 3.4.7			p. 131 Part1 (6.2)	p. 134 (6.3) #1 p. 138 (6.5) #1 p. 143 (6.7) #1 p. 155 (6.12) #2	Written #12-14	HL 6.2 Alternative Assess.. <i>Display Parallel and Intersecting Line Segments on Geoboards</i> p. 450	Minute Math p. 57 & 60 Masters p. 280 # 2, 4, 5
6c	D	Draw angles as records of rotations. Standard Name: Geometry 3.4.2			p. 142 (6.7)	p. 136 (6.4) #3 p. 141 (6.6) #3 p. 146 (6.8) #3 p. 148 (6.9) #4	Written #17	Robot Game (6.3)	
6d	S	Know Multiplication facts from the first set of fact triangles. Standard Name: Computation 3.2.5		P .418 (6.8)			Slate #4	Beat The Calculator Baseball Multiplication Part 2: Fact Triangles p.387 (6.2)	Masters p.66 (5.6)
6e	DS	Identify right angles. Standard Name: Geometry 3.4.2		p. 413 (6.7)	p. 131 Part 2 (6.2)	p. 138 (6.5) #2 p. 143 (6.7) #4 p. 146 (6.8) #5 p. 148 (6.9) #6	Slate #1 Written #11 & 15	Exit Slips	Minute Math p. 56, 59-60
6f	S	Identify and name 2-D and 3-D shapes. Standard Name: Geometry 3.4.3 3.4.10	p. 422 (6.12) p. 447 (6.13)			p. 141(6.6) #5 p. 143 (6.7) #2 p. 149 (6.9) #5 p. 155 (6.12) #1,3,5	Oral #1 Slate #2-3 Written #1-6, 9-10	Exit Slip p. 438	
6g	S	Identify symmetric figures and draw lines of symmetry. Standard Name: Geometry 3.4.8 3.4.9			p. 152 (6.11)	p. 153 (6.11) #6 p. 155 (6.11) #6	Written #16	Touch and Match Quadrangles (6.5) Alternative Asses. <i>Create a Bulletin Board or Book of Pictures with Line Symmetry</i> p. 450	

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Unit 7

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (7.10 p. 578ff)	Games, H.L., Assessments TLG page:	Other
7a	BD	Understand function and placement of parentheses in number sentences. Standard Name: Algebra & Functions 3.3.3				p. 172 (7.5) #5 p. 177 (7.7) #5 p. 179 (7.8) #5 p. 180 (7.9) #5	Written #19-26	<i>Three Addends "Basketball" Game (7.5)</i> Ongoing Assess. Exit Slip (7.4) p. 551 Ongoing Assess. Exit Slip (7.5) p. 556	
7b	BD	Make ballpark estimates for sums and products. Standard Name: Number Sense 3.1.6				p. 179 (7.8) #4 p. 180 (7.9) #4	Written #13 Written #18 Written #29 Written #30		
7c	D	Recognize and know square products. Standard Name: Algebra & Functions	P. 541 (7.2)			p. 174 (7.6) #3 p. 179 (7.8) #3	Written #31		
7d	D	Know multiplication facts from the second set of fact triangle. Standard Name: Computation		p. 549 (7.4)	p. 161 (7.1)	p. 180 (7.9) #3	Slate #1-3 Written #1-11	<i>Multiplication Bingo</i> <i>Baseball Multiplication</i> <i>Number Top-It</i> <i>Beat The Calculator</i> <i>What's My Rule?</i>	Masters p. 117-119 Minute Math p. 79, 81-82, 84
7e	D	Solve extended multiplication facts to tens times tens. Standard Name: Algebra & Functions 3.3.5			p. 178 (7.8)	p. 177 (7.7) #4 p. 179 (7.8) #2 p. 180 (7.9) #2	Slate #7 Written #12 Written #27 Written #28	<i>Multiplication Bingo</i> <i>Baseball Multiplication</i> <i>Number Top-It</i> <i>Beat The Calculator- Extended Facts Version (SRB p. 203)</i> Ongoing Assess. (7.8) p. 571	

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Everyday Mathematics Instructional/Assessment Grid

MMR = Mental Math Reflex, TLG = Teacher's Lesson Guide, SL = Study Link

Unit 8

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (8.8 p. 584ff)	Games, H.L., Assessments TLG page:	Other
8a	B	Compare and order fractions. Standard Name: Number Sense 3.1.10	p. 619 (8.5)			p. 200 (8.6) #3 p. 203 (8.7) #2, 3	Oral #1 Written #8	Fraction Top-It (8.5) H.L. (8.5)	Masters p. 131 (8.5) Minute Math p. 125 Minute Math p. 142-3
8b	B	Convert between mixed numbers and fractions. Standard Name: Number Sense			p. 199 (8.6)	p. 203 (8.7) #4	Slate #3-4 Written#9-10	H.L. (8.6)	
8c	BD	Identify fractions on a number line Standard Name: Number Sense	p. 609 (8.3) p. 630 (8.7)		p. 198 (8.6) p. 199 (8.6)	p. 195 (8.4) #3 p. 197 (8.5) #3 p. 203 (8.7) #3	Written #4-5	Fraction Top-It (8.5) What's My Rule? H.L. (8.3) #3	Minute Math p. 12 Minute Math p. 31 Masters p. 130
8d	D	Find equivalent fractions. Standard Name: Number Sense 3.1.8			p. 196 (8.5)	p. 197 (8.5) #5 p. 200 (8.6) #5 p. 203 (8.7) #5	Slate #2 Slate #6 Written #6-7	Equivalent Fractions Game H.L. (8.4) #1-6 H.L. (8.5)	Enrichment p. 612 Minute Math p. 133
8e	BD	Solve fraction number stories. Standard Name: Number Sense	p. 603 (8.2) p. 609 (8.6) p. 630 (8.7)		p. 201 (8.7)	p. 190 (8.2) #1	Slate #1 Written#11-13	H.L. (8.2) H.L. (8.7)	Minute Math p. 155
8f	D	Identify fractional parts of a set. Standard Name: Number Sense 3.1.9			p. 182 (8.1) #1 p. 183 (8.1) #14-27 p. 194 (8.4)	p. 195 (8.4) #1 p. 197 (8.5) #1 p. 200 (8.6) #1	Written #2-3	H.L. (8.1) #4, 5 H.L. (8.4) #7 H.L. (8.3) #2	Enrichment p. 612
8g	D	Identify fractional parts of a region. Standard Name: Number Sense 3.1.10			p. 182 (8.1) #2-13	p. 181 (7.10) #1 p. 192 (8.3) #1 p. 203 (8.7) #1	Slate #5 Written #1	H.L. (8.1) #1-3, 6-9 H.L. (8.3) #1 H.L. (8.4) #10, 11	Enrichment p. 612

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Unit 9

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (9.14 p. 724ff)	Games, H.L., Assessments TLG page:	Other
9a	B Solve number stories involving positive and negative numbers. Standard Name: Algebra and Functions					Written #15		
9b	BD Multiply multidigit numbers by 1- or 2-digit numbers. Standard Name: Algebra and Functions 3.3.4	p. 669 (9.4)			p. 215 #5 p. 221 #5 p. 224 #2,5 p. 226 #5 p. 233 #5 p. 236 #5 p. 238 #4 p. 241 #3,5 p. 244 #5,6	Written #7-12	Array Bingo	Minute Math p. 43, 79, 90, and 93
9c	BD Find the factors of a number. Standard Name: Algebra and Functions				p. 233 #3 p. 236 #5 p. 244 #3	Written #6	Factor Bingo (9.6)	
9d	BD Interpret remainders in division problems. Standard Name: Algebra and Functions					Written #13-14	Ongoing Assess. p. 693 Alternative Assess. Opt <i>Share Money w Friends</i> p. 729	
9e	D Solve extended multiplication facts to hundreds times hundreds. Standard Name: Algebra and Functions 3.3.5		p. 652 (9.1)		p. 218 #2 p. 233 #2	Slate #1 Written #1-5, 7-10		
9f	DS Solve number stories involving equal shares and equal groups. Standard Name: Algebra and Functions					Slate #2 Written #13-14		

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Unit 10

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (9.14 p. 724ff)	Games, H.L., Assessments TLG page:	Other
10a	BD Find the volume of rectangular prisms. Standard Name: Measurement 3.5.5			p. 249 10.2 p. 251 10.2	p. 259 #6 p. 268 #5 p. 270 #1 p. 276 #4	Written #7	H.L. (10:2) p. 341 H.L. (10.3) p. 342	Masters p. 166-168
10b	BD Find the mean of a data set. Standard Name: Computation	p. 777 10.8		p. 263 10.7 p. 264 10.7 p. 266 10.8	p. 268 #1 p. 271 #1 p. 276 #2, 3	Written #13	H.L. (10.8) p. 347 H.L. (10.7) p. 346 Ongoing Assess. (10.8) p. 779	Class Data Records
10c	D Find the median of a data set. Standard Name: Computation				p. 252 #1 p. 262 #1	Written #14-15		
10d	DS Measure in centimeters and inches. Standard Name: Measurement 3.5.1 3.5.2				p. 252 #4 p. 256 #6 p. 268 #6	Written #1-6	Ongoing Assess. (10.1) p. 745	Masters p. 165 (10.1) Project 2 <i>Watermelon Feast and Seed-Spitting Contest</i> , p. 875
10e	D Know units of measure of length, weight, and capacity. Standard Name: Measurement 3.5.5	p. 742 10.1		p. 260 10.6	p. 259 #5 p. 262 #5 p. 265 #5, 6 p. 270 #5, 6 p. 271 #4 p. 276 #5, 6	Written #8-11		Masters p. 169 (10.6)
10f	DS Make a frequency table. Standard Name: Measurement					Written #13-15	HL (10.10) p. 349	
10g	D Know multiplication facts. Standard Name: Computation 3.2.4 3.2.5		p. 764 10.5		p. 254 (10.3) #2, #5	Oral #2 Slate #2	Multiplication Top-It Baseball Multiplication	
10h	DS Make a bar graph. Standard Name: Problem Solving	p. 772 10.7		p. 263-4 10.7 p. 273 10.10	p. 256 #1 p. 271 #6	Written #12	H.L. (10.7) p. 346	

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Unit 11

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (9.14 p. 724ff)	Games, H.L., Assessments TLG page:	Other
11a	D	Understand and use the language of probability Standard Name: Problem Solving 3.64 Number Sense 3.1.10	p. 817 (11.1) p. 820 (11.2) p. 841 (11.6)		p. 278 (11.1)	p. 282 (11.2) #3 p. 285 (11.3) #4 p. 288 (11.4) #5 p. 295 (11.6) #5	Written #1 Written #2	H.L. (11.1)	Curriculum Framework (Chances Are-p. 57)
11b	D	Use fractions to record probabilities of events Standard Name: Number Sense 3.1.15, 3.1.10	p. 830 (11.4)				Written #3		Curriculum Framework 3.1.15 (Colored Socks-p .61)
11c	D	Use random draws to predict outcomes Standard Name: Number Sense 3.1.15	p. 863 (11.10)		p. 293 (11.6) p. 296 (11.7)	p. 298 (11.8) #3 p. 300 (11.9) #6	Written #6 Written #7	The Block Drawing Game p. 845 (11.6) H.L. (11.3) H.L. (11.4) H.L. (11.6) H.L. (11.7)	Curriculum Framework 3.1.15 (Colored Socks-p. 61) Enrichment: I Hate Mathematics! Book (Marilyn Burns)
11d	D	Collect and organize data for use in predicting outcomes Standard Name: Number Sense 3.1.15			p. 283 (11.3)		Written #4 Written #5	The Block Drawing Game p. 845 (11.6) H.L. (11.2)	Curriculum Framework 3.1.15 (Colored Socks-pg. 61) Enrichmt p. 824 (11.2)
11e	BD	Understand area model of probability and solve simple spinner problems Standard Name: Data Analysis and Probability: 3.1.13, 4.6.3, 5.6.4	p. 837 (11.5)		p. 286 (11.4) p. 290 (11.5) p. 291 (11.5)	p. 289 (11.5) #2 p. 297 (11.7) #4 p. 300 (11.9) #2	Written #2 Written #3 Written #4 Written #5	Spinning to Win Game p 840 (11.5) H.L. (11.5)	Teacher-made spinners-Game Games Guide p. 162 Masters p. 180 (11.4) Extra P. p. 850 (11.7) Enrichmt p. 840 (11.2)

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Everyday Math Instructional Strategies

I 1.	K.W.L	I 13.	Algorithms	I 25.	Place Value Books
I 2.	Games	I 14.	Self Reflection Journal	I 26.	Attribute Blocks
I 3.	Sharing Strategies	I 15.	Daily Routines (K-3)	I 27.	Pattern Blocks
I 4.	Counters/Arrays/Grids	a.	Calendar - Days of the Week	I 28.	Basic Math Routines
I 5.	Projects (Rubrics)	b.	Weather Reporting	a.	Name Collection Boxes
I 6.	Problem solving strategies	c.	Bundling	b.	Fact Triangles
a.	Verbal	d.	Attendance	c.	Frames and Arrows
b.	Pictoral	e.	Tallies	d.	Number Grids
1.	Picture	f.	Birthday Graphing		What's My Rule (Function
2.	Table	g.	Growing Age Graph (K)	e.	Machine)
3.	Pattern/Graphs	h.	Hokey-Pokey (K)	f.	Situation Diagrams
4.	Charts/Diagrams	i.	Skip Counting	I 29.	Student Groupings
5.	Lists	j.	Months of the Year	a.	Independent
6.	Formulas	k.	Money	b.	Partner
7.	Patterns	l.	Time	c.	Small Group
c.	Symbollic	I 16.	Modeling	d.	Whole Class
d.	Concrete	I 17.	Manipulatives Use	I 30.	Lesson Activities
I 7.	Open-Ended Response Journal	I 18.	Cross-Curricular Applications	I 31.	Student Journal Pages
I 8.	Student Interest Inventory	I 19.	Literature Links	I 32.	CD Worksheets
I 9.	Math Boxes	I 20.	Counting Bracelets (K)	I 33.	Math Masters
I 10.	Math Messages	I 21.	Pattern Books	I 34.	Guess & Check
I 11.	Links	I 22.	Directional Compass Rose	I 35.	Acting Out
I 12.	Homework Graphing	I 23.	Geoboards	I 36.	Work Backwards
		I 24.	Cooking		

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Everyday Math Assessment Strategies

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|-------|---------------------------------------|-------|--------------------------------|
| A 1. | Checking Progress | A 20. | Math Journal Pages (Math Book) |
| A 2. | Exit Slips | A 21. | Daily Routines (K-3) |
| A 3. | K.W.L. Charts | a. | Calendar |
| A 4. | Observations | b. | Weather |
| A 5. | Questions | c. | Attendance |
| A 6. | M.Q.A. | d. | Bundle |
| A 7. | Games (Rubrics) | e. | Tally |
| A 8. | Student Sharing Strategies | f. | Birthday Graph |
| A 9. | Mini Math Interviews | g. | Growing Number Line |
| A 10. | Slates | h. | Growing Age Graph |
| A 11. | Projects (Rubrics) | i. | Months of the Year |
| A 12. | Open-Ended Responses (Log or Journal) | j. | Skip Count |
| A 13. | CD Assessments | A 22. | Lesson Activities |
| A 14. | Student Interest Inventory | A 23. | Math Masters |
| A 15. | Math Boxes | A 24. | Student Questioning |
| A 16. | Math Messages | | |
| A 17. | Links (Homelink or Studylink) | | |
| A 18. | Graph Homework | | |
| A 19. | Algorithms | | |

**ELKHART COMMUNITY SCHOOLS
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NUMBER SENSE

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.1.1: Count, read, and write whole numbers up to 1,000.</p> <p>* whole numbers: 0, 1, 2, 3, etc.</p>	<p>Write 349 for the number “three hundred forty-nine”.</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Math Boxes Math Messages Links Modeling Basic Math Routines <ul style="list-style-type: none"> Name Collection Boxes Lesson Activities Student Journal Pages CD Worksheets Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Exit Slips Observations Questions M,Q.A. Slates CD Assessments Math Boxes Math Messages Links(Homelink or Studylink) Lesson Activities 	<p>TLG: 1.1: 16-19, 1.2: 20-25, 1.13: 76-81, 5.1: 292-296, 5.2: 297-302, 5.3: 303-309, 5.4: 310-315, 5.5: 316-320, 5.6: 321-325, 5.7: 326-331, 5.13: 360-365</p> <p>SMJ: 1.1: 1, 1.2: 2, 5.1: 104, 5.4: 108, 5.5: 110, 5.6: 112, 5.7: 116-117</p> <p>MM+: 27-38</p> <p>SRB: 5.2: 242-243, 226-227, 5.3: 228, 5.4: 250-251: 2, 22-24</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in the whole Numbers* up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (Cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.1.2: Identify and interpret place value in whole numbers up to 1,000.</p>	<p>Understand that the 7 in $4\overline{7}9$ represents 7 tens or 70.</p>	<p><u>Instructional Strategies</u> Games Math Boxes Math Messages Modeling Manipulatives Use Place Value Books Basic Math Routines Name Collection Boxes Lesson Activities Student Journal Pages CD Worksheets Math Masters</p> <p><u>Assessment Strategies</u> Checking Progress Exit Slips Observations Questions M.Q.A. Slates Math Boxes Math Messages Links (Homelink Studylink) Lesson Activities</p>	<p>TLG: 1.13: 76-81, 5.1: 292-296, 5.2: 297-302, 5.3: 303-309, 5.13: 360-365</p> <p>SMJ: 5.1: 104</p> <p>MM+: 23, 37, 44</p> <p>SRB: 5.2: 242-243, 226-227, 5.3: 228: 18-21</p>

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NUMBER SENSE (Cont.)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (Cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.3: Use words, models, and expanded form to represent numbers up to 1,000.	Recognize that $492 = 400 + 90 + 2$.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Math Boxes Math Messages Links Modeling Manipulatives Use Place Value Books Basic Math Routines <li style="padding-left: 20px;">Name Collection <li style="padding-left: 20px;">Boxes Student Journal Pages CD Worksheets Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Observations Questions M.Q.A. Slates CD Assessments 	<p>5.1: 292-296, 5.2: 297-302</p> <p>SMJ: 5.1: 104</p> <p>SRB: 5.2: 242-243, 226-227: 18-21</p>

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NUMBER SENSE (Cont.)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.4: Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.	325 can be written as 3 hundreds, 2 tens, and 5 ones, or as 2 hundreds, 12 tens, 5 ones, etc.	<p><u>Instructional Strategies</u> Problem Solving Strategies Pictoral Table Daily Routines (K-3) Bundling Modeling Manipulatives Use Lesson Activities</p> <p><u>Assessment Strategies</u> M.Q.A. Slates</p>	<p>TLG: 5.3: 303-309, 9.4: 669-674, 9.5: 675-679, 9.10: 701-705</p> <p>SMJ: 9.4: 213, 216, 9.5: 219, 9.10: 234-235</p> <p>MM+: 23, 37</p> <p>SRB: 5.3: 228, 9.5: 240-241: 2-9, 18-21, 52, 55</p>
3.1.5: Compare whole numbers up to 1,000 and arrange them in numerical order.	What is the smallest whole number you can make using the digits 4, 9, and 1? Use each digit exactly once.	<p><u>Instructional Strategies</u> Problem Solving Strategies Pictoral Table Daily Routines (K-3) Bundling Modeling Manipulatives Use Lesson Activities Student Journal Pages CD Workshops</p>	<p>5.1: 292-296, 5.2: 297-302, 5.4: 310-315, 5.13: 360-365</p> <p>SMJ: 5.1: 104, 5.4: 108</p> <p>SRB: 5.2: 242-243, 226-227, 5.4: 250-251: 4, 13, 274</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.5: Compare whole numbers up to 1,000 and arrange them in numerical order. (cont)		<p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress M.Q.A. Slates CD Assessments Math Boxes Math Messages Links (Homelink or Studylink) Lesson Activities 	
3.1.6: Round numbers less than 1,000 to the nearest ten and the nearest hundred.	Round 548 to the nearest 10	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Open-Ended Response Journal Daily Routines (K-3) <ul style="list-style-type: none"> Money Basic Math Routines <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Exit Slips Observations Games (Rubrics) Projects (Rubrics) Math Boxes Math Journal Pages (Math Book) 	<p>TLG: 7.7: 563-568</p> <p>SMJ: 7.7: 175</p> <p>SRB: 7.7: 240-241, 243-244: 170, 288</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.7: Identify odd and even numbers up to 1,000 and describe their characteristics.	Find the even number: 47, 106, 357, 629.	<p><u>Instructional Strategies</u> Counters/Arrays/Grids Problem Solving Strategies Pictorial Math Messages Links Modeling Acting Out Work Backwards</p> <p><u>Assessment Strategies</u> Slates Math Boxes Links (Homelink or Studylink) Daily Routines (K-3)</p>	<p>TLG: 4.3: 236-241, 4.5: 247-252</p> <p>SMJ: 4.3: 90</p> <p>SRB: 4.5: 203: 9, 38, 174, 278, 283</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.1.8: Show equivalent fractions* using equal parts.</p> <p>* equivalent fractions: fractions with the same value (e.g., 1/2, 2/4, 3/6, etc.)</p>	<p>Draw pictures to show that $\frac{3}{5}$, $\frac{6}{10}$, and $\frac{9}{15}$ are equivalent fractions.</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Math Messages Manipulatives Use Cooking Acting Out <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Observations Student Sharing Strategies Slates Links (Homelink or Studylink) Math Journal Pages (Math Book) 	<p>TLG: 8.4: 613-618, 8.6: 624-628, 8.8: 634-639</p> <p>SMJ: 8.4: 193, 8.6: 198-199</p> <p>SRB: 8.4: 208: 27-30, 212-213</p>
<p>3.1.9: Identify and use correct names for numerators and denominators.</p>	<p>In the fraction $\frac{3}{5}$, name the numerators and denominators</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Counters/Arrays/Grids Problem Solving Strategies <li style="padding-left: 20px;">Pictoral Self Reflection Journal Basic Math Routines 	<p>TLG: 8.1: 596-601, 8.3: 608-612, 8.6: 624-628</p> <p>SMJ: 8.1: 182-183, 8.3: 191, 8.6: 198-199</p> <p>SRB: 11, 22, 31-32, 276, 283</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.9: Identify and use correct names for numerators and denominators. (cont)	In the fraction $\frac{3}{5}$, name the numerators and denominators (cont)	<u>Assessment Strategies</u> Exit Slips Questions Slates Math Messages Math Masters	
3.1.10: Given a pair of fractions, decided which is larger or smaller by using objects or pictures.	Is $\frac{3}{4}$ of a medium pizza larger or smaller than $\frac{1}{2}$ of a medium Pizza? Explain your answer.	<u>Instructional Strategies</u> Games Links Manipulatives Use Cooking Student Journals Pages Math Masters <u>Assessment Strategies</u> Exit Slips Observations Math Journal Pages (Math Book)	TLG: 8.3: 608-612, 8.4: 613-618, 8.5: 619-623, 10.12: 798-803, 11.5: 836-840 SMJ: 8.3: 191, 8.4: 193, 8.5: 196, 11.5: 290-291 SRB: 8.4: 208, 8.5: 211-212: 26-27, 31

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.1.11: Given a set* of objects or a picture, name and write a decimal to represent tenths and hundredths.</p> <p>* set: collection of objects, numbers, etc.</p>	<p>You have a pile of 100 beans and 72 of them are lima beans. Write the decimal that represents lima beans as part of the whole pile of beans.</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Counters/Arrays/Grids Problem Solving Strategies <li style="padding-left: 20px;">Pictorial Math Boxes Links Manipulatives Use Basic Math Routines <ul style="list-style-type: none"> Name Collection Boxes Fact Triangles Math Masters <p>Assessment Strategies</p> <ul style="list-style-type: none"> Math Journal Pages (Math Book) 	<p>TLG: 5.7: 326-331, 5.8: 332-337, 5.9: 338-343, 5.13: 360-365, 6.10: 429-434, 8.8: 634-639</p> <p>SMJ: 5.7: 116-117, 5.8: 119, 5.9: 121, 6.10: 151</p> <p>SRB: 5.9: 242-243: 33-36</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions. And decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.12: Given a decimal for tenths, show it as a fraction using a place-value model.	Shade the part of a square that represents 0.7 and write the number $\frac{7}{10}$.		TLG: 5.7: 326-331 SMJ: 5.7: 116-117 SRB: 33-34
3.1.13: Interpret data displayed in a circle graph and answer questions about the situation.	Have the students in your class choose the pizza they like best from these choices: cheese, sausage, pepperoni. Use a spreadsheet to enter the number of students who chose each kind and make a circle graph of the data. Determine the most popular and the least popular kind of pizza, and explain what the circle and each pie slice represent.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Problem Solving Strategies <li style="padding-left: 40px;">Pictoral <li style="padding-left: 80px;">Charts/Diagrams Links Geoborads Lesson Activities Student Journal Pages Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Exit Slips Slates Math Boxes Math Journal Pages (Math Book) Student Questioning 	TLG: 11.4: 830-835, 11.5: 836-840, 11.6: 841-845, 11.10: 862-867 SMJ: 11.4: 286, 11.5: 290-291, 11.6: 293

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NUMBER SENSE (Cont)

Standard 1. Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.14: Identify whether everyday events are certain, likely, unlikely, or impossible.	It is raining in your neighborhood. Is it certain, likely, unlikely, or impossible that the tree in your front yard will get wet?	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Links Cross-Curricular Application Literature Links Student Groupings <ul style="list-style-type: none"> Small Group Student Journal Pages Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Slates Math Boxes 	<p>TLG: 11.1: 816-819, 11.0: 862-867</p> <p>SMJ: 11.1: 278-279</p> <p>SRB: 84-86, 286</p>

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NUMBER SENSE (Cont)

Standard 1: Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.1.15: Record the possible outcomes for a simple probability experiment.	Have a partner toss a coin while you keep a tally of the outcomes. Exchange places with your partner and repeat the experiment. Explain your results to the class.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Sharing Strategies Problem Solving Strategies <li style="padding-left: 20px;">Verbal <li style="padding-left: 20px;">Pictorial <li style="padding-left: 40px;">Table Math Messages Links Daily Routines (K-3) <li style="padding-left: 20px;">Tallies Pattern Books Lesson Activities Student Journal Pages Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Exit Slips K.W.L. Charts Observations Math Messages Math Journal Pages (Math Book) Daily Routines (K-3) <li style="padding-left: 20px;">Tally 	<p>TLG: 11.2: 820-824, 11.3: 825-829, 11.4: 830-835, 11.5: 836-840, 11.6: 841-845, 11.10: 862-867</p> <p>SMJ: 11.2: 281, 11.3: 283, 11.4: 286, 11.5: 290-291, 11.6: 293</p> <p>MM+: 96</p> <p>SRB: 84-86, 286</p>

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GRADE 3**

COMPUTATION

Standard 2: Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

Indicator	Example	Instruction/Assessment Strategy	Resource
3.2.1: add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.	$854 - 427 = ?$ Explain your method.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Sharing Strategies Math Messages Student Journal Pages Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Exit Slips Observations Slates Math Boxes 	<p>TLG: 1.6: 40-44, 1.7: 45-48, 1.8: 49-53, 1.13: 76-81, 2.1: 92-97, 2.2: 98-103, 2.3: 104-107, 2.4: 109-114, 2.7: 128-133, 2.8: 134-139, 2.9: 140-145, 2.10: 146-151, 5.4: 310-315, 7.4: 549-553, 7.5: 554-557, 7.10: 578-583, 10.9: 782-786</p> <p>SMJ: 1.6: 8, 1.7: 10, 1.8: 13, 2.1: 29, 2.2: 31, 2.3: 34, 2.4: 36-37, 2.7: 46-47, 2.8: 50-51, 2.9: 54-55, 5.4: 108, 7.4: 168, 7.5: 170</p> <p>MM+: 39-51, 46, 48, 79-159</p> <p>SRB: 1.6: 14-15, 2.1: 44-45, 2.4: 252-243, 5.4: 250-251, 10.9: 215-216: 13, 16-17</p>

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COMPUTATION (Cont)

Standard 2: Solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.2.2: Represent the concept of multiplication as repeated addition.	Lynn made 3 baskets each week for 4 weeks. Draw a picture to show how many baskets she made.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Sharing Strategies Links Algorithms Manipulatives Use Geoboards Student Groupings <ul style="list-style-type: none"> Small Group Lesson Activities Student Journal Pages <p><u>Assessment Activities</u></p> <ul style="list-style-type: none"> Exit Slips K.W.L. Charts Slates Algorithms Math Journal Pages (Math Book) 	<p>TLG: 4.1: 224-229, 4.2: 230-235, 4.8: 263-268, 4.10: 275-279, 9.3: 663-668, 9.4: 669-674, 9.5: 675-679, 9.11: 707-711, 9.12: 712-717, 9.14: 724-729</p> <p>SMJ: 4.1: 83-84, 4.2: 87, 4.8: 97-98, 9.3: 213-214, 9.4: 213, 216, 9.5: 219, 9.11: 234, 237, 9.12: 235, 239</p> <p>SRB: 4.1: 239, 9.5: 240-241: 65-66</p>

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COMPUTATION (Cont)

Standard 2. Solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.2.3: Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.	Bob shared 10 cookies among 5 friends. Draw a picture to show how many cookies each friend got.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Links Algorithms Daly Routines (K-3) <ul style="list-style-type: none"> Weather Reporting Attendance Manipulatives Use Student Journal Pages <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Observations Slates Math Journal Pages (Math Book) Math Masters 	<p>TLG: 4.3: 236-241, 4.4: 242-246, 4.10: 275-279, 9.7: 685-689, 9.8: 690-695, 9.14: 724-729</p> <p>SMJ: 4.3: 90, 4.4: 92, 9.7: 225, 9.8: 225-227</p> <p>SRB: 67-68, 192, 277</p>

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COMPUTATION (Cont)

Standard 2: Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.2.4: Know and use the inverse relationship between multiplication and division facts, such as $6 \times 7 = 42$, $42 \div 7 = 6$, $7 \times 6 = 42$, $42 \div 6 = 7$.</p>	<p>Find other facts related to $8 \times 3 = 24$.</p>	<p><u>Instructional Strategies</u> Games Problem Solving Strategies Pictoral Charts/Diagrams Patterns Literature Links Basic Math Routines What's My Rule (Function Machine) Situation Diagrams Lesson Activities Student Journal Pages <u>Assessment Strategies</u> Observations Questions Student Sharing Strategies Mini Math Interviews CD Assessments</p>	<p>TLG: 4.4: 242-246, 4.6: 253-258, 4.8: 263-268, 4.10: 275-279, 5.13: 360-365, 7.1: 534-540, 7.3: 545- 548, 7.6: 558-562, 9.6: 680-684 SMJ: 4.4: 92, 4.8: 97-98, 7.1: 161, 7.3: 165-166, 7.6: 173, 9.6: 222 MM+: 41 SRB: 7.1: 46-47, 9.6: 210: 278</p>

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COMPUTATION (Cont)

Standard 2. Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.2.5: Show mastery of multiplication facts for 2, 5, and 10.</p>	<p>Know the answer to 6×5.</p>	<p><u>Instructional Strategies</u> Basic Math Routines Fact Triangles CD Worksheets Math Masters</p> <p><u>Assessment Strategies</u> Exit Slips Slates CD Assessments</p>	<p>TLG: 4.5: 247-252, 4.6: 253-258, 4.7: 259-262, 4.8: 263-268, 4.10: 275-279, 5.13: 360-365, 6.13: 446-451, 7.2: 540-544, 7.3: 545-548, 7.8: 569-573, 7.10: 578-583, 9.1: 652-657, 9.2: 658-662, 10.12: 798-803</p> <p>SMJ: 4.8: 97-98, 7.2: 163, 7.3: 165-166, 7.9: 160, 178, 304, 9.1: 205-208, 9.2: 210-211</p> <p>MM+: 43</p> <p>SRB: 4.5: 203: 46-47, 48-49</p>
<p>3.2.6: Add and subtract simple fractions with the same denominator.</p>	<p>Add $\frac{3}{8}$ and $\frac{1}{8}$. Explain your answer.</p>	<p><u>Instructional Strategies</u> Basic Math Routines Name Collection Boxes Frames And Arrows</p> <p><u>Assessment Strategies</u> Exit Slips CD Assessments</p>	<p>TLG: 8.3: 608-612</p> <p>SMJ: 8.3: 191</p>

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COMPUTATION (Cont)

Standard 2: Students solve problems involving addition and subtraction of whole numbers. They model and solve problems involving multiplication and division. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.2.7: Use estimation to decide whether answers are reasonable in addition and subtraction problems.	Your friend says that $79 - 22 = 27$. Without solving, explain why you think the answer is wrong.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Sharing Strategies Basic Math Routines Guess & Check <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Check Progress Observations Questions Slates Links (Homelink or Studylink) 	<p>TLG: 2.7: 128-133, 2.8: 134-139, 2.10: 146-161, 7.7: 563-568, 7.10: 578-583</p> <p>SMJ: 2.7: 46-47, 2.8: 50-51, 7.7: 175</p> <p>MM+: 50</p> <p>SRB: 7.7: 240-241</p>
3.2.8: Use mental arithmetic to add or subtract with numbers less than 100.	Subtract 35 from 86 without using pencil and paper.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Sharing Strategies Problem Solving Strategies <li style="padding-left: 20px;">Pictorial <li style="padding-left: 40px;">Pattern/Graphs <li style="padding-left: 40px;">Charts/Diagrams Math Boxes 	<p>TLG: 1.3: 26-29, 2.1: 92-97, 2.10: 146-151, 9.5: 675-679, 10.9: 782-786</p> <p>SMJ: 1.3: 3, 2.1: 29, 9.5: 219</p> <p>MM+: 39-51, 79-159</p> <p>SRB: 1.3: 114, 214, 2.1: 44-45, 9.5: 240-241, 10.9: 215-216</p>

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COMPUTATION (Cont)

Standard 2. Students Solve problems involving addition and subtraction of whole numbers. They model and solve problems involving multiplication and division. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.2.8: Use mental arithmetic to add or subtract with numbers less than 100. (cont)	Subtract 35 from 86 without using pencil and paper.	<u>Assessment Strategies</u> Games (Rubrics) Slates Math Boxes	

**ELKHART COMMUNITY SCHOOLS
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GRADE 3**

ALGEBRA and FUNCTIONS

Standard 3: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.

Indicator	Example	Instruction/Assessment Strategy	Resource
3.3.1: Represent relationships of quantities in the form of a numeric expression or equation.	Bill's mother gave him money to buy three drinks that cost 45 cents each at the concession stand. When he returned to the bleachers, he gave 25 cents change to his mother. Write an equation to find the amount of money Bill's mother originally gave him.	<u>Instructional Strategies</u> Math Messages Algorithms Basic Math routines Name Collection Boxes CD Worksheets <u>Assessment Strategies</u> Exit Slips Slates Math Boxes Alogrithms	TLG: 3.6: 192-197, 4.2: 230-235, 4.10: 275-279, 7.4: 549-553, 7.9: 574-577 SMJ: 3.6: 75, 4.2: 87, 7.4: 168 SRB: 3.5: 136, 137: 186-190
3.3.2: Solve problems involving numeric equations.	Use your equation from the last example to find the amount of money Bill's mother gave him, and justify your answer.	<u>Instructional Strategies</u> Math Messages CD Worksheets <u>Assessment Strategies</u> Checking Progress CD Assessments	TLG: 3.6: 192-197, 4.10: 275-279, 7.4: 549-553 SMJ: 3.6: 74, 7.4: 168 SRB: 3.6: 136, 137: 186-190

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GRADE 3**

ALGEBRA and FUNCTIONS (Cont)

Standard 3: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.3.3: Choose appropriate symbols for operations and relations to make a number sentence true.	What symbol is needed to make the number sentence $4 _ 3 + 12$ true?	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Counters/Arrays/Grids Problem Solving Strategies <ul style="list-style-type: none"> Verbal Pictorial Picture Concrete Links Basic Math Routines <ul style="list-style-type: none"> Name Collection Boxes Manipulatives Use Lesson Activities Student Journal Pages CD Worksheets Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Exit Slips Slates Math Journal Pages (Math Book) Lesson Activities 	<p>TLG: 7.4: 549-553, 7.5: 554-557, 7.10: 578-583</p> <p>SMJ: 7.4: 168, 7.5: 170</p> <p>SRB: 13, 16-17</p>

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GRADE 3**

ALGEBRA and FUNCTIONS (Cont)

Standard 3: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.3.4: Understand and use commutative* and associative* properties of multiplication.</p> <p>* commutative property: the order when adding multiplying numbers make no difference (e.g., $5 + 3 = 3 + 5$), but note that this rule is not true for subtraction or division.</p> <p>* associative property: the grouping when adding or multiplying numbers makes no difference (e.g., in $5 + 3 + 2$, adding 5 and 3 and then adding 2 is the same as 5 added to $3 + 2$), but note that this rule is not true for subtraction or division.</p>	<p>Multiply the numbers 7, 2, and 5 in this order. Now multiply them in order 2, 5, and 7. Which is easier? Why?</p>		<p>TLG: 4.5: 247-252, 4.6: 253-258, 4.10: 275-279</p> <p>SRB: 4.5: 203: 48-49, 278</p>

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ALGEBRA and FUNCTIONS (Cont)

Standard 3: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and function relationships. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.3.5: Create, describe, and extend number patterns using multiplication.	What is the next number: 3, 6, 12, 24, ...? How did you find your answer?	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Counters/Arrays/Grids Problem Solving Strategies <li style="padding-left: 20px;">Pictorial <li style="padding-left: 40px;">Patterns Lesson Activities <p>Assessment Strategies</p> <ul style="list-style-type: none"> Checking Progress Exit Slips Slates Math Journal Pages (Math Book) Lesson Activities Student Questioning 	<p>TLG: 4.5: 247-252, 4.6: 253-258, 4.10: 275-279, 7.1: 534-540, 7.6: 558-562, 7.8: 569-573, 7.10: 578-583, 9.14: 724-729</p> <p>SMJ: 7.1: 161, 7.6: 173, 7.8: 160, 178, 304</p> <p>SRB: 4.5: 203, 7.1: 46-47: 18-21</p>
3.3.6: Solve simple problems involving a functional relationship between two quantities.	Ice cream sandwiches cost 20 cents each. Find the costs of 1, 2, 3, 4, ... ice cream sandwiches. What pattern do you notice? Continue the pattern to find the cost of enough ice cream sandwiches for the class.	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Games Sharing Strategies Problem Solving Strategies <li style="padding-left: 20px;">Pictorial <li style="padding-left: 40px;">Table <li style="padding-left: 40px;">Pattern/Graphs Math Boxes Math Messages 	<p>TLG: 1.11: 66-70, 2.2: 98-103, 2.3: 104-108, 2.4: 109-114, 2.5: 115-120, 2.6: 121-127, 2.10: 146-151</p> <p>SMJ: 1.11: 21-22, 2.2: 31, 2.3: 34, 2.4: 36-37, 2.5: 40-41, 2.6: 44</p> <p>SRB: 2.4: 242-243, 2.6: 244: 186-190</p>

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ALGEBRA and FUNCTIONS (Cont)

Standard 3: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.3.6: Solve simple problems involving a functional relationship between two quantities. (cont)	Ice cream sandwiches cost 20 cents each. Find the costs of 1, 2, 3, 4, ... ice cream sandwiches. What pattern do you notice? Continue the pattern to find the cost of enough ice cream sandwiches for the class. (cont)	<p><u>Instructional Strategies (cont)</u></p> <ul style="list-style-type: none"> Links Modeling Cooking Lesson Activities Guess & Check <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress M.Q.A. Student Sharing Strategies Slates Math Boxes Math Messages Links (Homelink or Studylink) Math Journal Pages (Math Book) Lesson Activities 	
3.3.7: Plot and label whole numbers on a number line up to 10.	Mark the position of 7 on a number line up to 10.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Math Boxes Math Messages Links Modeling Manipulatives Use Student Groupings Lesson Activities Guess & Check 	<p>TLG: 4.9: 269-274, 10.11: 794-797</p> <p>SMJ: 4.9: 100-101, 10.11: 274</p> <p>SRB: 10, 26, 39-40</p>

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ALGEBRA and FUNCTIONS (Cont)

Standard 3: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships. (Cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.3.7: Plot and label whole numbers on a number line up to 10. (cont)	Mark the position of 7 on a number line up to 10. (cont)	Assessment Strategies Checking Progress Observations M.Q.A Slates CD Assessments Math Boxes Math Message Lesson Activities	

**ELKHART COMMUNITY SCHOOLS
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GRADE 3**

GEOMETRY

Standard 4: Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.4.1: Identify quadrilaterals* as four-sided shapes.</p> <p>* quadrilateral: a two-dimensional figure with four sides</p>	<p>Which of these are quadrilaterals: square, triangle, rectangle?</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Math Boxes Links Modeling Manipulatives Use Geoborads Attribute Blocks <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Observations M.Q.A. Slates Lesson Activities 	<p>TLG: 6.5: 401-406</p> <p>SMJ: 6.5: 137</p> <p>SRB: 95, 98, 287</p>
<p>3.4.2: Identify right angles in shapes and objects and decided whether other angles are greater or less than a right angle.</p>	<p>Identify right angles in your classroom. Open the classroom door until it makes a right angle with one wall and explain what you are doing.</p>	<p><u>Instructional Activities</u></p> <ul style="list-style-type: none"> Math Boxes Math Messages Links Modeling Geoborads Student Groupings <ul style="list-style-type: none"> Independent Partner Small Group Whole Class Lesson Activities Student Journal Pages CD Worksheets Math Masters 	<p>TLG: 6.3: 390-395, 6.4: 396-400, 6.7: 412-417, 6.8: 418-422, 6.13: 446-451</p> <p>SMJ: 6.3: 133, 6.4: 135, 6.7: 142, 6.8: 144-145</p> <p>MM+: 56</p> <p>SRB: 6.4: 96-97, 90, 288</p>

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GEOMETRY (Cont)

Standard 4: Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.4.3: Identify, describe, and classify: cube, sphere*, prism*, pyramid, cone, cylinder.</p> <p>* sphere: a shape best described as that of a round ball, such as a baseball, that looks the same when seen from all directions.</p> <p>* prism: a solid shape with fixed cross-section (a right prism is a solid shape with two parallel faces that are congruent polygons and other faces that are rectangles)</p>	<p>Describe the faces of a pyramid and identify its characteristics.</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Sharing Strategies Math Boxes Math Messages Links Modeling Manipulatives Use Lesson Activities Student Journal Pages CD Worksheets Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress M.Q.A. Slates Math Boxes Math Journal Pages (Math Book) Lesson Activities 	<p>TLG: 6.11: 435-440, 6.12: 441-445, 6.13: 446-451</p> <p>SMJ: 6.12: 154</p> <p>SRB: 6.11: 102, 104, 6.12: 106: 103, 105, 107, 108, 276</p>

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GEOMETRY (Cont)

Standard 4: Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.4.4: Identify common solid objects that are the parts needed to make a more complex solid object.</p>	<p>Describe and draw a house made from a prism and a pyramid.</p>	<p><u>Instructional Strategies</u> Projects (Rubrics) Links Modeling Manipulatives Use</p> <p><u>Assessment Strategies</u> Checking Progress Student Sharing Strategies Projects (Rubrics)</p>	<p>TLG: 6.11: 435-440, 6.12: 441-445</p> <p>SMJ: 6.12: 154</p> <p>SRB: 6.11: 102, 104, 6.12: 106</p>
<p>3.4.5: Draw a shape that is congruent* to another shape.</p> <p>* congruent: the term to describe two figures that are the same shape and size</p>	<p>Draw a triangle that is congruent to a given triangle. You may use a ruler and pencil or the drawing program on a computer.</p>	<p><u>Instructional Strategies</u> Problem Solving Strategies Pictorial Picture Manipulatives Use Pattern Books Geoborads Attribute Blocks Pattern Blocks</p> <p><u>Assessment Strategies</u> Checking Progress Student Sharing Strategies Projects (Rubrics)</p>	<p>6.10: 429-434</p> <p>SRB: 109-110, 275</p>

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GEOMETRY (Cont)

Standard 4: Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.4.6: Use the terms <i>point</i>, <i>line</i>, and <i>line segment</i> in describing two-dimensional shapes.</p>	<p>Describe the way a triangle is made of points and line segments and how you know it is a triangle.</p>	<p><u>Instructional Strategies</u> Problem Solving Strategies Pictoral Picture Math Boxes Links Student Groupings Partner Student Journal Pages Math Masters</p> <p><u>Assessment Strategies</u> Checking Progress Slates CD Assessments Links (Homelinks or Studylink)</p>	<p>TLG: 6.2: 384-389, 6.5: 401-406, 6.6: 407-411, 9.10: 701-705</p> <p>SMJ: 6.2: 131, 6.5: 137, 6.6: 139-140</p> <p>MM+: 56, 58, 59</p> <p>SRB: 88-89, 91-92, 281-282, 285</p>
<p>3.4.7: Draw line segments and lines.</p>	<p>Draw a line segment three inches long.</p>	<p><u>Instructional Strategies</u> Problem Solving Strategies Pictoral Picture Math Boxes Links Student Journal Pages CD Worksheets</p>	<p>5.6: 321-325, 6.1: 378-383, 6.2: 384-389, 6.4: 396-400, 6.13: 446-451</p> <p>MM+: 56</p> <p>SMJ: 5.6: 113, 6.1: 129, 6.2: 131, 6.4: 135</p> <p>SRB: 88-89, 91-92, 281-282, 285</p>

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GEOMETRY (Cont)

Standard 4: Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.4.7: Draw line segments and lines.(Cont)	Draw a line segment three inches long. (Cont)	<u>Assessment Strategies</u> Checking Progress Slates Math Boxes	
3.4.8: Identify and draw lines of symmetry in geometric shapes (by hand or using technology)	Use pencil and paper or a drawing program to draw lines of symmetry in a square. Discuss your findings.	<u>Instructional Strategies</u> Problem Solving Strategies Pictorial Picture Math Boxes Links Student Journal Pages CD Worksheets <u>Assessment Strategies</u> Slates Math Boxes	TLG: 6.9: 423-428, 6.13.: 446-451 SMJ: 6.9: 147 SRB: 6.9: 195-196: 111-112, 282

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GEOMETRY (Cont)

Standard 4: Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.4.9: Sketch the mirror image reflections of shapes.	Hold up a cardboard letter F to a mirror. Draw the letter and the shape you see in the mirror.	<u>Instructional Strategies</u> Problem Solving Strategies Pictoral Picture Modeling Student Groupings Partner	TLG: 6.9: 423-428 SMJ: 6.9: 147 SRB: 111-112
3.4.10: Recognize geometric shapes and their properties in the environment and specify their locations.	Write the letters of the alphabet and draw all the lines of symmetry that you see.	<u>Instructional Strategies</u> Problem Solving Strategies Pictoral Picture Literature Links Student Groupings Partner Small Groups <u>Assessment Strategies</u> Exit Slips Observations Projects (Rubrics)	TLG: 6.2: 384-389 SMJ: 6.2: 131 MM+: 18, 53-60 SRB: 94-100, 102-108

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MEASUREMENT

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time and money.

Indicator	Example	Instruction/Assessment Strategy	Resource
3.5.1: Measure line segments to the nearest half-inch.	Measure the length of a side of a triangle.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Math Messages Daily Routines (K-3) <ul style="list-style-type: none"> Tallies Student Groupings <ul style="list-style-type: none"> Small Group Whole Class Student Journal Pages <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Exit Slips Math Messages Math Journal Pages (Math Book) Math Masters 	<p>TLG: 3.2: 170-174, 3.3: 175-179, 3.4: 180-185, 3.9: 208-211, 9.3: 663-668, 10.1: 742-746, 10.8: 777-781, 10.10: 787-793, 10.12: 798-803</p> <p>SMJ: 3.2: 62, 3.3: 64-65, 3.4: 67, 3.9: 81, 9.3: 213-214, 10.1: 246, 10.8: 253, 266, 10.10: 272</p> <p>MM+: 86, 106, 116, 125, 133, 135</p> <p>SRB: 3.3: 128-130, 3.4: 132, 10.10: 75: 125-127, 128</p>

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MEASUREMENT (Cont)

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.5.2: Add units of length that may require regrouping of inches to feet or centimeters to meters.</p>	<p>Add the lengths of three sheets of paper. Give your answer in feet and inches.</p>	<p><u>Instructional Strategies</u> Problem Solving Strategies Concrete Manipulatives Use Basic Math Routines Name Collection Boxes Student Groupings Independent Partner Small Group Whole Class</p> <p><u>Assessment Strategies</u> Exit Slips Observations</p>	<p>TLG: 3.3: 175-179, 10.1: 742-746</p> <p>SRB: 122, 128, 132-133</p>
<p>3.5.3: Find the perimeter of a polygon*.</p> <p>* polygon: a two-dimensional shape with straight sides (e.g., triangle, rectangle, pentagon)</p>	<p>Find the perimeter of a table in centimeters. Explain your method.</p>	<p><u>Instructional Strategies</u> Math Boxes Links Manipulatives Use Geoboards Student Groupings Independent Partner Small Group</p>	<p>TLG: 3.4: 180-185, 3.5: 186-191, 3.9: 208-211, 5.6: 321-325</p> <p>SMJ: 3.4: 67, 3.5: 71-74, 3.9: 81, 5.6: 114</p> <p>SRB: 3.4: 132-133</p>

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MEASUREMENT (Cont)

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.5.3: Find the perimeter of a polygon*. (cont)</p> <p>* polygon: a two-dimensional shape with straight sides (e.g., triangle, rectangle, pentagon)</p>	<p>Find the perimeter of a table in centimeters. Explain your method. (cont)</p>	<p><u>Assessment Strategies</u> Checking Progress M.Q.A. Math Boxes Math Messages Lesson/Activities Math Masters</p>	
<p>3.5.4: Estimate or find the area of shapes by covering them with squares.</p>	<p>How many square tiles do we need to cover this desk?</p>	<p><u>Instructional Strategies</u> Counters/Arrays/Grids Problem Solving Strategies Concrete Modeling Manipulatives Use Student Groupings Independent Partner Small Group</p> <p><u>Assessment Strategies</u> Project (Rubrics) Lesson Activities Math Masters</p>	<p>TLG: 3.5: 186-191, 3.6: 192-197, 3.7: 198-202, 3.9: 208-211, 5.6: 321-325</p> <p>SMJ: 3.5: 71-74, 3.6: 75, 3.7: 77, 3.9: 81, 5.6: 114</p> <p>SRB: 3.6: 136, 137, 3.7: 138</p>

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MEASUREMENT (Cont)

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.5.5: Estimate or find the volume of objects by counting the number of cubes that would fill them.	How many of these cubes will fill the box?	<p><u>Instructional Strategies</u> K.W.L Sharing Strategies Modeling Manipulatives Use Student Groupings</p> <p><u>Assessment Strategies</u> Projects(Rubrics) Lesson Activities Math Masters</p>	<p>TLG: 10.2: 747-752, 10.3: 753-756, 10.5: 763-766, 10.12: 798-803</p> <p>SMJ: 10.2: 249, 10.3: 253, 10.5: 251</p> <p>MM+: 121</p> <p>SRB: 10.2: 136: 139-141</p>

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MEASUREMENT (Cont)

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.5.6: Estimate and measure capacity using quarts, gallons, and liters.	This bottle holds one liter. Estimate how many liters the sink holds.	<u>Instructional Strategies</u> Projects (Rubrics) Manipulatives Use Cooking <u>Assessment Strategies</u> Exit Slips Observations Lesson Activities Student Questioning	TLG: 10.4: 757-762, 10.6: 767-771 SMJ: 10.4: 255-256, 10.6: 260 MM+: 98, 131 SRB: 10.6: 142-143
3.5.7: Estimate and measure weight using pounds and kilograms.	Estimate the weight of your book bag in pounds.	<u>Instructional Strategies</u> Projects (Rubrics) Manipulatives Use Cooking <u>Assessment Strategies</u> Exit Slips Observations Lesson Activities Student Questioning	TLG: 10.4: 757-762, 10.5: 763-766 SMJ: 10.4: 255-256, 10.5: 251 MM+ 105, 119, 129, 130 SRB: 144-148, 270, 291
3.5.8: Compare temperatures in Celsius and Fahrenheit.	Measure the room temperature using a thermometer that has both Celsius and Fahrenheit units. If the temperature in the room measures 70°F, will the Celsius measurement be higher or lower?	<u>Instructional Strategies</u> Projects (Rubrics) Manipulatives Use Literature Links Student Groupings Independent Partner Small Group Whole Class	TLG: 2.5: 115-120, 9.13: 718-723, 11.9: 857-861 SMJ: 2.5: 40-41, 9.13: 242 MM+: 97, 134, 136, 138, 158 SRB: 9.13: 152-153: 154-155

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MEASUREMENT (Cont)

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.5.8: Compare temperatures in Celsius and Fahrenheit. (cont)	Measure the room temperature using a thermometer that has both Celsius and Fahrenheit units. If the temperature in the room measures 70°F, will the Celsius measurement be higher or lower? (cont)	<u>Assessment Strategies</u> Exit Slips Observations Lesson Activities Student Questioning	
3.5.9: Tell time to the nearest minute and find how much time has elapsed.	You start a project at 9:10 a.m. and finish the project at 9:42 a.m. How much time has passed?	<u>Instructional Strategies</u> Games Math Boxes Math Messages Links Manipulatives Use Cooking Lesson Activities <u>Assessment Strategies</u> Checking Progress Exit Slips Observations Slates CD Assessments Lesson Activities	TLG: 1.4: 30-34, 1.12: 71-75, 1.13: 76-81, 5.12: 356-359, 11.8: 851-856 1.4: 4, 1.12: 158, 26, 5.12: 158-159, 11.8: 306-308 MM+: 71-73, 92, 101, 104, 109, 110, 111, 118, 120, 123, 124, 126, 127, 128 SRB: 5.12: 261: 156, 271

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MEASUREMENT (Cont)

Standard 5: Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.5.10: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.</p>	<p>You have 5 quarters and 2 dollar bills. How much money is that? Write the amount.</p>	<p><u>Instructional Strategies</u> Games Counters/Arrays/Grids Math Boxes Daly Routines (K-3) Money Basic Math Routines Name Collection Boxes Lesson Activities CD Worksheets <u>Assessment Strategies</u> Checking Progress M.Q.A. Slates Math Boxes Math Journal Pages (Math Book) Lesson Activities</p>	<p>TLG: 1.9: 54-59, 1.13: 76-81, 9.7: 685-689 SMJ: 1.9: 15-16, 9.7: 225 MM+: 64-70 SRB: 1.9: 236: 33, 35, 230, 276</p>

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MEASUREMENT (Cont)

Standard : Students Choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.
(cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.5.11: Use play or real money to decide whether there is enough money to make a purchase.	You have \$5. Can you buy two books that cost \$2.15 each? What about three books that cost \$1.70 each? Explain how you know.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Games Math Boxes Math Messages Links Daily Routines (K-3) <ul style="list-style-type: none"> Money Lesson Activities Student Journal Pages <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress M.Q.A. Lesson Activities Math Masters 	<p>TLG: 1.10: 60-65, 7.7: 563-568</p> <p>SMJ: 1.10: 18, 7.7: 175</p> <p>SRB: 1.10: 238, 7.7: 240-241; 236-237, 239</p>
3.5.12: Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).	How many minutes are in 3 hours?	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Modeling Lesson Activities Acting Out <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Exit Slips M.Q.A. Student Sharing Strategies Slates Lesson Activities 	<p>TLG: 5.5: 316-310, 5.10: 344-349, 10.1: 742-746, 10.6: 767-771</p> <p>5.5: 110, 5.10: 123, 10.1: 246, 10.6: 260</p> <p>MM+: 21, 61-62, 122</p> <p>SRB: 5.10: 245, 10.6: 142-143; 116-122, 128-131, 270-271</p>

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PROBLEM SOLVING

Standard 6: Students make decisions about how to approach problems and communicate their ideas.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.6.1: Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p>	<p>Solve the problem: “Start with any number. If it is even, halve it. If it is odd, add 1. Do the same with the result and keep doing that. Find what happens by trying different numbers”. Try two or three numbers and look for patterns.</p>	<p><u>Instructional Strategies</u> Sharing Strategies Projects (Rubrics) Modeling Student Groupings Independent Partner Small Group Whole Class Lesson Activities <u>Assessment Strategies</u> Checking Progress Observations Questions M.Q.A. Student Sharing Strategies Open-Ended Responses (Log or Journal) Lesson Activities</p>	<p>2.5: 115-120, 2.8: 134-139, 2.10: 146-151, 3.1: 164-169, 3.8: 203-207, 5.10: 344-349, 7.7: 563-568, 8.2: 602-607, 10.1: 742-746, 10.12: 798-803, 11.2: 820-824 SMJ: 2.5: 40-41, 2.8: 50-51, 3.1: 59, 3.8: 79, 5.10: 123, 7.7: 175, 8.2: 185-187, 10.1: 246, 11.2: 281 MM+: 79-159 SRB: 5.10: 245, 7.7: 240-241: 238-241</p>

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PROBLEM SOLVING (Cont)

Standard 6: Students make decisions about how to approach problems and communicate their ideas. (Cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.6.2: Decide when and how to break a problem into simpler parts.	In the first example, find what happens to all the numbers up to 10.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Sharing Strategies Projects (Rubrics) Modeling Student Groupings <ul style="list-style-type: none"> Independent Partner Small Group Whole Class Lesson Activities <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> Checking Progress Observations Questions M.Q.A. Student Sharing Strategies Open-Ended responses (Log or Journal) Lesson Activities 	<p>TLG: 2.4: 109-114, 2.5: 115-120, 2.10: 146-151, 4.1: 224-229, 5.5: 316-320, 8.2: 602-607, 8.6: 624-628, 8.7: 629-633</p> <p>SMJ: 2.4: 36-37, 2.5: 40-41, 4.1: 83-84, 5.5: 110, 8.2: 185-187, 8.6: 198-199, 8.7: 201-202</p> <p>MM+: 79-159</p> <p>SRB: 2.4: 242-243, 4.1: 239: 238-241</p>

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PROBLEM SOLVING (Cont)

Standard 6: Students use strategies, skills, and concepts in finding and communicating solutions to problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.6.3: Apply strategies and results from simpler problems to solve more complex problems.</p>	<p>In the first example, use your results for the numbers up to 10 to find what happens to all the numbers up to 20.</p>	<p><u>Instructional Strategies</u> Sharing Strategies Projects (Rubrics) Modeling Student Groupings Independent Partner Small Group Whole Class Lesson Activities <u>Assessment Strategies</u> Checking Progress Observation Questions M.Q.A. Student Sharing Strategies Open-Ended Responses (Log or Journal) Lesson Activities</p>	<p>TLG: 2.8; 134-139, 3.6: 192-197, 3.9: 208-211, 5.3: 303-309, 5.9: 338-343, 5.11: 350-355, 7.6: 558-562, 7.8: 569-573, 7.10: 578-583, 8.6: 624-628, 9.5: 675-679, 10.5: 763-766</p> <p>SMJ: 2.8: 50-51, 3.6: 75, 3.9: 81, 5.9: 121, 5.11: 125, 7.6: 173, 7.8: 160, 178, 304, 8.6: 198-199, 9.5: 219, 10.5: 251</p> <p>MM+: 27-159</p> <p>SRB: 3.6: 136, 137, 5.3: 228, 5.9: 242-243, 9.5: 240-241</p>
<p>3.6.4: Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.</p>	<p>In the first example, explain what happens to all the numbers that you tried.</p>	<p><u>Instructional Strategies</u> Sharing Strategies Projects (Rubrics) Modeling Student Groupings Independent Partner Small Group Whole Class Lesson Activities</p>	<p>TLG: 1.5: 35-39, 3.6: 192-197, 4.9: 269-274, 6.3: 390-395, 8.4: 613-618, 8.5: 619-623, 8.8: 634-639, 9.9: 696-700, 10.7: 772-776, 11.7: 846-850</p>

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PROBLEM SOLVING (Cont)

Standard 6: Students use strategies, skills, and concepts in finding and communicating solutions to problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.6.4: Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work. (cont)</p>	<p>In the first example, explain what happens to all the numbers that you tried. (cont)</p>	<p><u>Assessment Strategies</u> Checking Progress Observations Questions M.Q.A. Student Sharing Strategies Open-Ended Responses (Log or Journal) Lesson Activities</p>	<p>SMJ: 1.5: 6-7, 3.6: 75, 4.9: 100-101, 6.3: 133, 8.4: 193, 8.5: 196, 9.9: 230-231, 10.7: 263-264, 11.7: 296</p> <p>MM+: 27-159</p> <p>SRB: 3.6: 136, 137, 8.4: 208, 8.5: 211-212, 9.9: 60, 10.7: 74</p>
<p>3.6.5: Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p>	<p>Measure the length and width of a room to the nearest meter to find how many student desks will fit in it. Would this be an accurate enough method if you were carpeting the room?</p>	<p><u>Instructional Strategies</u> Exit Slips K.W.L. Charts Questions Student Sharing Strategies Open-Ended Responses (Log or Journal) Lesson Activities Student Questioning</p> <p><u>Assessment Strategies</u> Exit Slips K.W.L. Charts Questions Student Sharing Strategies Open-Ended Responses (Log or Journal) Lesson Activities Student Questioning</p>	<p>TLG: 3.1: 164-169, 3.2: 170-174, 3.3: 175-179, 4.8: 263-268, 4.9: 269-274, 5.4: 310-315, 7.7: 563-568</p> <p>SMJ: 4.8: 97-98, 4.9: 100-101, 5.4: 108, 7.7: 175</p> <p>SRB: 3.3: 128-130, 5.4: 250-251, 7.7: 240-241: 166-170</p>

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PROBLEM SOLVING (Cont)

Standard 6: Students use strategies, skills, and concepts in finding and communicating solutions to problems. (cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>3.6.6: Know and use strategies for estimating results of whole-number addition and subtraction.</p>	<p>You buy 2 bags of candy for \$1.05 each. The cashier tells you that will be \$1.70. Does that surprise you? Why or why not?</p>	<p><u>Instructional Strategies</u> Games Sharing Strategies Open-Ended Response Journal Lesson Activities</p> <p><u>Assessment Strategies</u> Observations Questions M.Q.A. Projects (Rubrics) Lesson Activities</p>	<p>TLG: 2.7: 128-133, 2.8: 134-139, 5.5: 316-320, 7.10: 578-583</p> <p>SMJ: 2.7: 46-47, 2.8: 50-51, 5.5: 110</p> <p>MM+: 50</p> <p>SRB: 243-245, 166-170</p>
<p>3.6.7: Make precise calculations and check the validity of the results in the context of the problem.</p>	<p>In the first example, notice that the result of adding 1 to an odd number is always even. Use this to check your calculations.</p>	<p><u>Instructional Strategies</u> Games Sharing Strategies Open-Ended Response Journal Lesson Activities</p> <p><u>Assessment Strategies</u> Exit Slips Observations M.Q.A. Projects (Rubrics) Lesson Activities</p>	<p>TLG: 9.5: 675-679, 9.11: 707-711, 9.12: 712-717, 11.5: 836-840</p> <p>SMJ: 9.5: 219, 9.11: 234, 237, 9.12: 235, 239, 11.5: 290-291</p> <p>SRB: 9.5: 240-24: 182-184</p>

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PROBLEM SOLVING (Cont)

Standard 6: Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other solutions. (Cont)

Indicator	Example	Instruction/Assessment Strategy	Resource
3.6.8: Decide whether a solution is reasonable in the context of the original situation.	In the example about fitting desks into a room, would an answer of 1,000 surprise you?	<p><u>Instructional Strategies</u> Projects (Rubrics) Links Self Reflection Journal Lesson Activities</p> <p><u>Assessment Strategies</u> Exit Slips Observations Questions Projects (Rubrics) Lesson Activities</p>	<p>TLG: 2.8: 134-139, 5.5: 316-320, 9.2: 658-662, 10.2: 747-752</p> <p>SMJ: 2.8: 50-51, 5.5: 110, 9.2: 210-211, 10.2: 249</p> <p>SRB: 10.2: 136: 182-184</p>
3.6.9: Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	Change the first example so that you multiply odd numbers by 2 or 3 or 4 or 5, before adding 1. Describe the pattern you see.	<p><u>Instructional Strategies</u> Sharing Strategies Links Open-Ended Response Journal Lesson Activities</p> <p><u>Assessment Strategies</u> Exit Slips Observations Questions M.Q.A. Student Sharing Strategies Lesson Activities Student Questioning</p>	<p>TLG: 3.6: 192-197, 8.1: 596-601, 8.2: 602-607, 8.6: 624-628, 9.1: 652-657, 9.2: 658-662, 9.5: 675-679</p> <p>SMJ: 3.6: 75, 8.1: 182-183, 8.2: 185-187, 8.6: 198-199, 9.1: 205-208, 9.2: 210-211, 9.5: 219</p> <p>MM+: 27-159</p> <p>SRB: 3.6: 136, 137, 9.5: 240-241: 186-192</p>