

*This document outlines the academic goals, the activities and materials used in the Third Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.*

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week 1 to 36	(7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:		
	(A) generate a table of paired numbers based on a real-life situation such as insects and legs; and	This standard is a part of each unit.	
	(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	This standard is a part of each unit.	
Week 1 to 36	(14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:		
	(A) identify the mathematics in everyday situations;	Used in each unit.	BrainPopJr.com Superteacher.com
	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	Used in each unit.	BrainPopJr.com Superteacher.com
	(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a	Used in each unit.	BrainPopJr.com Superteacher.com

	table, working a simpler problem, or working backwards to solve a problem; and		
	(D) use tools such as real objects, manipulatives, and technology to solve problems.	Used in each unit.	BrainPopJr.com Superteacher.com
Weeks 1 to 36	(15) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to:		
	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	Used in each unit.	BrainPopJr.com Superteacher.com
	(B) relate informal language to mathematical language and symbols.	Used in each unit.	BrainPopJr.com Superteacher.com
Weeks 1 to 36	(16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:		
	(A) make generalizations from patterns or sets of examples and non-examples; and	Used in each unit.	BrainPopJr.com Superteacher.com
	(B) justify why an answer is reasonable and explain the solution process.	Used in each unit.	BrainPopJr.com Superteacher.com
Week 3 to 4	(1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:		
	(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through	Pages 3-28 in Envision	BrainPopJr.com Superteacher.com

	999,999;		
	(B) use place value to compare and order whole numbers through 9,999; and	Pages 3-28 in Envision	BrainPopJr.com Superteacher.com
	(C) determine the value of a collection of coins and bills.	Pages 3-28 in Envision	BrainPopJr.com Superteacher.com
Week 3 to 4	(5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:		
	(A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and	Pages 42-44 in Envision	BrainPopJr.com Superteacher.com
	(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	Pages 45-52 in Envision	BrainPopJr.com Superteacher.com
Week 3	(6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:		
Week 3	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	Pages 20-21 in Envision	BrainPopJr.com Superteacher.com
Week 5 to 8	(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:		
	(A) model addition and subtraction using pictures, words, and numbers; and	Pages 29-96 in Envision	BrainPopJr.com Superteacher.com
	(B) select addition or subtraction and use the operation to solve	Pages 29-96 in Envision	BrainPopJr.com Superteacher.com

	problems involving whole numbers through 999.		
Week 9 to 15	(4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:		
	(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;	Pages 97-168 in Envision	BrainPopJr.com Superteacher.com
Week	(C) use models to solve division problems and use number sentences to record the solutions.	Pages 169-218 in Envision	BrainPopJr.com Superteacher.com
Week 9 to 10; 15	(6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:		
Week 9-10	(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and	Pages 100-103, 126-129 in Envision	BrainPopJr.com Superteacher.com
Week 15	(B) solve and record multiplication problems (up to two digits times one digit); and	Pages 412-419 in Envision	BrainPopJr.com Superteacher.com
Week 14-15	(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .	Pages 194-201 in Envision	BrainPopJr.com Superteacher.com
Week 16 to 19	(2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:		
	(A) construct concrete	Pages 219-242 in Envision	BrainPopJr.com

	models of fractions;		Superteacher.com
	(B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;	Pages 243-272 in Envision	BrainPopJr.com Superteacher.com
	(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and	Pages 219-242 in Envision	BrainPopJr.com Superteacher.com
	(D) construct concrete models of equivalent fractions for fractional parts of whole objects.	Pages 243-272 in Envision	BrainPopJr.com Superteacher.com
Week 3 and 16 to 17	(10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.		
Week 21 to 22	(8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.		
Week 21 to 22	(9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:		
	(A) identify congruent two-dimensional figures;	These are not addressed in the textbook. They will be added to the unit using other sources.	BrainPopJr.com Superteacher.com

	(B) create two-dimensional figures with lines of symmetry using concrete models and technology; and	These are not addressed in the textbook. They will be added to the unit using other sources.	BrainPopJr.com Superteacher.com
	(C) identify lines of symmetry in two-dimensional geometric figures.	These are not addressed in the textbook. They will be added to the unit using other sources.	BrainPopJr.com Superteacher.com
Week 23 to 24	(12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:		
	(A) use a thermometer to measure temperature; and	Addressed in Science	BrainPopJr.com Superteacher.com
Week 23 to 24	(B) tell and write time shown on analog and digital clocks.	Pages 301-320 in Envision	BrainPopJr.com Superteacher.com
Week 25 to 29	(11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:		
Week 25	(A) use linear measurement tools to estimate and measure lengths using standard units;		BrainPopJr.com Superteacher.com
Week 26	(B) use standard units to find the perimeter of a shape;	Pages 321-338 in Envision	BrainPopJr.com Superteacher.com
Week 27 to 28	(C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;	Pages 339-370 in Envision	BrainPopJr.com Superteacher.com
Week 29	(D) identify concrete models that approximate	Pages 378-381 in Envision	BrainPopJr.com

	standard units of weight/mass and use them to measure weight/mass;		Superteacher.com
Week 29	(E) identify concrete models that approximate standard units for capacity and use them to measure capacity; and	Pages 374-377 in Envision	BrainPopJr.com Superteacher.com
Week 29	(F) use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.	Pages 371-388 in Envision	BrainPopJr.com Superteacher.com
Week 30 to 31	(13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:		
	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	Pages 389-410 in Envision	BrainPopJr.com Superteacher.com
	(B) interpret information from pictographs and bar graphs; and	Pages 389-410 in Envision	BrainPopJr.com Superteacher.com
	(C) use data to describe events as more likely than, less likely than, or equally likely as.	Pages 389-410 in Envision	BrainPopJr.com Superteacher.com