

# 3rd Grade MATH Calendar

	NUMBER SENSE	COMPUTATION	ALGEBRA & FUNCTIONS	GEOMETRY	MEASUREMENT	PROBLEM SOLVING
Quarter 1	PRIORITY INDICATORS -Addressed & Assessed					
<p><b>Wks. 1-3:</b> Place Value; Rounding; Money; Time; Problem Solving (Ch.1-2)</p> <p><b>Wks. 4-6:</b> Rounding; Addition; Subtraction; Problem Solving (Ch.2-3)</p> <p><b>Wks. 7-9:</b> Subtraction; Multiplication; Problem Solving (Ch.3-4)</p>	<p>3.1.2 Identify and interpret place value in whole numbers up to 1,000</p> <p>3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred</p>	<p>3.2.2 Represent the concept of multiplication as repeated addition.</p> <p>3.2.5 Show mastery of multiplication facts for 2, 5, and 10.</p>			<p>3.5.9 Tell time to the nearest minute and find how much time has elapsed.</p> <p>3.5.10 Find the value of a collection of coins and dollars.</p>	<p>3.6.8 Decide whether a solution is reasonable in the context of the original situation.</p>

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<b>Quarter 1</b>	<b>SUPPORTING INDICATORS - Addressed (not necessarily assessed)</b>					
<p><b><u>Wks. 1-3:</u></b> <b>Place Value; Rounding; Money; Problem Solving (Ch.1-2)</b></p> <p><b><u>Wks. 4-6:</u></b> <b>Rounding; Addition; Subtraction; Problem Solving (Ch.2-3)</b></p> <p><b><u>Wks. 7-9:</u></b> <b>Subtraction; Multiplication; Problem Solving (Ch.3-4)</b></p>	<p>3.1.1 Count, read, and write whole numbers up to 1,000.</p> <p>3.1.3 Use words, models, and expanded form to represent numbers up to 1000.</p> <p>3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.</p> <p>3.1.5 Compare whole numbers up to 1,000 &amp; arrange them in numerical order.</p> <p>3.1.7 Identify odd and even numbers up to 1,000 and describe their characteristics.</p>	<p>3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.</p> <p>3.2.7 Use estimation to decide whether answers are reasonable in addition and subtraction problems.</p> <p>3.2.8 Use mental arithmetic to add or subtract with numbers less than 100.</p>	<p>3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.</p> <p>3.3.2 Solve problems involving numeric equations.</p>		<p>3.5.11 Use play or real money to decide whether enough money to make a purchase.</p>	
<b>REVIEW &amp; MAINTENANCE</b>						
<b>Wks. 1-3</b>						
<b>Wks. 4-6</b>	3.1.2, 3.1.6, 3.5.9, 3.5.10					
<b>Wks. 7-9</b>	3.1.6, 3.6.8					

# 3rd Grade MATH Calendar

	NUMBER SENSE	COMPUTATION	ALGEBRA & FUNCTIONS	GEOMETRY	MEASUREMENT	PROBLEM SOLVING
<b>Quarter 2</b>	<b>PRIORITY INDICATORS -Addressed &amp; Assessed</b>					
<p><b><u>Wks. 10-12:</u></b>  <b>Division; Fractions;</b>  <b>Problem Solving</b>  <b>(Ch.6, 13)</b></p> <p><b><u>Wks. 13-15:</u></b>  <b>Fractions; Problem Solving</b>  <b>(Ch.13-14)</b></p> <p><b><u>Wks. 16-18:</u></b>  <b>Measurement;</b>  <b>Problem Solving</b>  <b>(Ch.9)</b></p>	<p>3.1.8 Show equivalent fractions* using equal parts.</p> <p>3.1.9 Identify and use correct names for numerators and denominators.</p>	<p>3.2.4 Know and use the inverse relationship between multiplication and division facts.</p>			<p>3.5.1 Measure line segments to the nearest half-inch.</p> <p>3.5.3 Find the perimeter of a polygon</p>	<p>3.6.2 Decide when and how to break a problem into simpler parts.</p>

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<b>Quarter 2</b>	<b>SUPPORTING INDICATORS - Addressed (not necessarily assessed)</b>					
<p><b>Wks. 10-12:</b> <b>Division; Fractions; Problem Solving</b> <b>(Ch.6, 13)</b></p> <p><b>Wks. 13-15:</b> <b>Fractions; Problem Solving</b> <b>(Ch.13-14)</b></p> <p><b>Wks. 16-18:</b> <b>Measurement; Problem Solving</b> <b>(Ch.9)</b></p>	<p>3.1.10 Given a pair of fractions, decide which is larger or smaller by using objects or pictures.</p> <p>3.1.11 Given a set* of objects or a picture, name and write a decimal to represent tenths and hundredths.</p> <p>3.1.12 Given a decimal for tenths, show it as a fraction using a place-value model.</p>	<p>3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.</p> <p>3.2.6 Add and subtract simple fractions with the same denominator.</p>	<p>3.3.4 Understand and use the commutative* and associative* properties of multiplication.</p> <p>3.3.5 Create, describe, and extend number patterns using multiplication.</p>		<p>3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters.</p> <p>3.5.4 Estimate or find the area of shapes by covering them with squares.</p> <p>3.5.8 Compare temperatures in Celsius and Fahrenheit.</p> <p>3.5.12 Carry out simple unit conversions within a measurement system</p>	<p>3.6.3 Apply strategies and results from simpler problems to solve more complex problems.</p>
<b>REVIEW &amp; MAINTENANCE</b>						
<b>Wks. 10-12</b>	3.2.2, 3.2.5					
<b>Wks. 13-15</b>	3.1.8, 3.1.9					
<b>Wks. 16-18</b>	3.1.8, 3.6.2					

# 3rd Grade MATH Calendar

	NUMBER SENSE	COMPUTATION	ALGEBRA & FUNCTIONS	GEOMETRY	MEASUREMENT	PROBLEM SOLVING
<b>Quarter 3</b>	<b>PRIORITY INDICATORS -Addressed &amp; Assessed</b>					
<p><b><u>Wks. 19-21:</u></b>  <b>Measurement;</b>  <b>Geometry; Problem Solving</b>  <b>(Ch.10-11)</b></p> <p><b><u>Wks. 22-24:</u></b>  <b>Geometry;</b>  <b>Data;</b>  <b>Problem Solving</b>  <b>(Ch.11-12)</b></p> <p><b><u>Wks. 25-27:</u></b>  <b>Data;</b>  <b>Patterns/Alg.;</b>  <b>Problem Solving</b>  <b>(Ch.12, 8)</b></p> <p><b>ISTEP+</b>  <b>Applied Skills</b>  <b>March 3 - 12</b></p>	<p>3.1.13 Interpret data displayed in a circle graph and answer questions about the situation.</p>		<p>3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true.</p>	<p>3.4.1 Identify quadrilaterals* as four-sided shapes.</p> <p>3.4.2 Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.</p>		<p>3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation.</p>

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<b>Quarter 3</b>	<b>SUPPORTING INDICATORS - Addressed (not necessarily assessed)</b>					
<u>Wks. 19-21:</u> <b>Measurement;            Geometry; Problem Solving            (Ch.10-11)</b>  <u>Wks. 22-24:</u> <b>Geometry;            Data;            Problem Solving            (Ch.11-12)</b>  <u>Wks. 25-27:</u> <b>Data;            Patterns/Alg.;            Problem Solving            (Ch.12, 8)</b>  <b>ISTEP+            Applied Skills            March 3 - 12</b>	3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible.  3.1.15 Record the possible outcomes for a simple probability experiment.		3.3.6 Solve simple problems involving a functional relationship between two quantities.  3.3.7 Plot and label whole numbers on a number line up to 10.	3.4.3 Identify, describe, & classify: cube, sphere*, prism*, pyramid, cone, and cylinder.  3.4.4 Identify common solid objects needed to make more complex solid object.  3.4.6 Use the terms point, line, and line segment in describing 2D shapes.  3.4.7 Draw line segments & lines.  3.4.8 Identify & draw lines of symmetry in geo. shapes  3.4.10 Recognize geo. shapes & their properties in environment & specify locations.	3.5.5 Estimate or find the volumes of objects by counting the number of cubes that would fill them.  3.5.6 Estimate and measure capacity using quarts, gallons, and liters.  3.5.7 Estimate and measure weight using pounds and kilograms.	3.6.5 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
<b>REVIEW &amp; MAINTENANCE</b>						
<b>Wks. 19-21</b>	3.5.1, 3.6.2					
<b>Wks. 22-24</b>	3.5.3, 3.4.1, 3.4.2					
<b>Wks. 25-27</b>	3.1.13, 3.3.3					

# 3rd Grade MATH Calendar

	NUMBER SENSE	COMPUTATION	ALGEBRA & FUNCTIONS	GEOMETRY	MEASUREMENT	PROBLEM SOLVING
<b>Quarter 4</b>	<b>PRIORITY INDICATORS -Addressed &amp; Assessed</b>					
<p><b><u>Wks. 28-30:</u></b>  <b>Multiplication;</b>  <b>Division;</b>  <b>Problem Solving</b>  <b>(Ch.5,7)</b></p> <p><b><u>Wks. 31-33:</u></b>  <b>Division;</b>  <b>Problem Solving</b>  <b>(Ch.15)</b></p> <p><b><u>Wks. 34-36:</u></b>  <b>4th Grade Skill</b>  <b>Introduction;</b>  <b>Problem Solving</b></p> <p><b>ISTEP+</b>  <b>Multiple Choice</b>  <b>April - May</b></p>		<p>3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.</p> <p>3.2.4 Know and use the inverse relationship between multiplication and division facts,</p>	<p>3.3.2 Solve problems involving numeric equations.</p>			<p>3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p>

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<b>Quarter 4</b>	<b>SUPPORTING INDICATORS - Addressed (not necessarily assessed)</b>					
<p><b><u>Wks. 28-30:</u></b>  <b>Multiplication;</b>  <b>Division;</b>  <b>Problem Solving</b>  <b>(Ch.5,7)</b></p> <p><b><u>Wks. 31-33:</u></b>  <b>Division;</b>  <b>Problem Solving</b>  <b>(Ch.15)</b></p> <p><b><u>Wks. 34-36:</u></b>  <b>4th Grade Skill</b>  <b>Introduction;</b>  <b>Problem Solving</b></p> <p><b>ISTEP+</b>  <b>Multiple Choice</b>  <b>April - May</b></p>		3.2.5 Show mastery of multiplication facts for 2, 5, and 10.	3.3.4 Understand and use the commutative* and associative* properties of multiplication  3.3.5 Create, describe, and extend number patterns using multiplication.			3.6.7 Make precise calculations and check the validity of the results in the context of the problem.  3.6.9 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.
<b>REVIEW &amp; MAINTENANCE</b>						
<b>Wks. 28-30</b>	3.3.3, 3.6.4					
<b>Wks. 31-33</b>	3.2.3, 3.2.4					
<b>Wks. 34-36</b>	3.3.2, 3.6.1					