

GT Mathematics Third Grade – 1st Six Weeks Calendar
Irving Independent School District

Essential Questions:

- Where can I find patterns in my environment?
- How do comparisons help me understand my surroundings?
- How do I use reasoning to connect what I'm learning in school to the outside world?
- What processes and tools can I use to solve problems?
- How do I communicate what I know to others?

TEKS Knowledge & Skills	Student Expectations The student is expected to...	TAAS Objective	TAKS Objective	Grade 2	Grade 3	Grade 4	Observable Behaviors The student will...	Resources and Activities
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Number, Operation, & Quantitative Reasoning	<p>3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you use the base ten system to find the value of a number? ▪ How do you read and write large numbers? 	<p>a) use place value to read (in symbols and words), and describe the value of whole numbers through 999,999.</p>	1	1	>	concrete	>	millions	T	T	<ul style="list-style-type: none"> ▪ represent 3 and 4 digit numbers with base-ten blocks. ▪ draw a place value chart through hundred thousands and put numbers in appropriate box. ▪ identify value of numbers (up to 6 digits) according to position, with and without place value chart. ▪ match numbers (up to 6 digits) with their word names and vice-versa. ▪ construct largest and smallest number from series of randomly selected digits. ▪ read and write numbers (up to 6 digits) to describe real life situations. ▪ identify the value of the different places in a number. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.1A</p> <p>Clarifying Activity: "Making a Hundred"</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.1, 1.2, 1.3*, 1.6</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations & Functions 53, Telling Phone Numbers • Number Concepts, 42 "Making a Hundred" <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operation, & Quantitative Reasoning	<p>3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.</p> <p>Focus Question:</p> <ul style="list-style-type: none"> How do you count the money you have? 	<p>C)determine the value of a collection of coins and bills.</p>	<p>1</p>	<p>1</p>	<p>< \$1</p>	<p>></p>	<p>> T</p>	<ul style="list-style-type: none"> tell the name and the value of each coin with either side of the coin showing. tell the name and the value of each bill with either side of the bill showing. determine the value of a group of coins. determine the value of a group of coins and bills. write the value of a set of coins in cents form (82¢). write the value of a set of bills and coin in dollars and cents form (\$1.52). write the value of a set coins in dollars and cents form (\$1.52 and \$0.45). build sets of bills and/or coins to equal a given amount given an amount. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.1C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.9, 1.10</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operation, & Quantitative Reasoning	<p>3.3 The student adds and subtracts to solve meaningful problems involving whole numbers.</p> <p>Focus Question:</p> <ul style="list-style-type: none"> How can you model addition and subtraction using pictures, words and number sentences? 	<p>a) model addition and subtraction using pictures, words, and numbers.</p>	<p>6 7 12</p>	<p>1</p>		<p>✓ T</p>	<ul style="list-style-type: none"> model addition with or without regrouping using pictures. model subtraction with or without regrouping using pictures. draw pictures to solve addition problems with or without regrouping. draw pictures to solve subtraction problems with or without regrouping. solve addition problems with or without regrouping. solve subtraction problems with or without regrouping. subtract amounts of money with pictures. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.3A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.7, 1.8*, 2.1</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> Number Concepts 11 “Exchange/Regrouping with Base Ten Blocks” Number Concepts 35 “Race for a Flat” Relations & Functions 26 “Hundreds Table” <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operation, & Quantitative Reasoning	<p>3.3 The student adds and subtracts to solve meaningful problems involving whole numbers.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you know when to add and when to subtract? ▪ How can addition and subtraction help you solve problems? 	<p>b) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</p>	<p>11</p>	<p>1</p>	<p>2-digit</p>	<p>✓</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ write and solve word problems. ▪ determine which operation to use in a word problem. ▪ create a pictorial representation of a word problem. ▪ solve an addition or subtraction problem written in a table or chart. ▪ solve an addition or subtraction problem that contains money. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.3B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operation, & Quantitative Reasoning	<p>3.5 The student estimates to determine reasonable results.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you round a number to the nearest ten? 	<p>a) round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.</p>		<p align="center">1</p>		<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> • count by 10s. • count by 100s. • round a two-digit number to the nearest ten. • round a three-digit number to the nearest ten. • round a three-digit number to the nearest hundred. <p align="center">to thousands</p>	<p><u>Mathematics Toolkit</u> Assessment Connection 3.5A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.10</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Patterns, Relationships, & Algebraic Thinking	<p>3.6 The student uses patterns to solve problems</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What patterns can you find in multiplication facts? ▪ Where can you find related-number patterns? ▪ How can multiplication help you solve problems? 	<p>a) identify and extend whole-number and geometric patterns to make predictions and solve problems.</p>	<p>2</p>	<p>2</p>	<p>✓</p>	<p>✓</p>	<p># patterns & extend</p> <ul style="list-style-type: none"> ▪ identify a given picture or number (list, table or chart) pattern. ▪ extend a given picture or number (list, table or chart) pattern. ▪ solve a problem by finding the missing element in a pattern given in picture, list or table form. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.6A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.11, 1.12</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Measurement	<p>3.12 The student measures time and temperature.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How is a number line like a clock/thermometer/ ruler? ▪ What measurement tools and vocabulary do you use to measure time and temperature? ▪ How can measurement help you solve problems? ▪ What problem solving strategies could you use to solve problems using temperature and time? 	<p>a) tell and write time shown on traditional and digital clocks.</p>	<p>4</p>	<p>4</p>	<p>✓</p>	<p>T</p>	<ul style="list-style-type: none"> ▪ match a picture of a digital clock with a time. ▪ match a picture of a traditional clock with a time. ▪ match a picture of a digital clock with a range of time (for example between 7:00 and 7:15). ▪ identify times in words or numbers. ▪ find the amount of elapsed time. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.12A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.4</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Probability & Statistics</p>	<p>3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How is a number line like the axis of the graph? ▪ After collecting data, how do you make a pictograph? ▪ How do you make a bar graph? ▪ How do you understand what a pictograph or a bar graph is telling you? 	<p>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.</p>	<p align="center">5</p>	<p align="center">5</p>	<p align="center">construct pictographs & bar graphs</p>	<p align="center">✓</p>	<p align="center">T</p>	<ul style="list-style-type: none"> ▪ collect data. ▪ organize the data for pictographs. ▪ create and label pictographs. ▪ organize the data for bar graphs. ▪ create and label horizontal or vertical bar graphs. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.14 A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.5</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Probability & Statistics	<p>3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How is a number line like the axis of the graph? ▪ How do you understand what a pictograph or a bar graph is telling you? 	<p>b) interpret information from pictographs and bar graphs.</p>	5 12	5	✓	✓ T	✓ T	<ul style="list-style-type: none"> ▪ read information directly from graphs including interpret the key, label the value of the pictures or bars and explain the values of the x (horizontal) or y (vertical) axis. ▪ combine or separate information from graphs to answer questions. ▪ generate and answer questions from a graph. ▪ match graphs with information given. <p style="text-align: center;">bar graphs</p>	<p><u>Mathematics Toolkit</u> Assessment Connection 3.14B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.5</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Probability & Statistics	<p>3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> How can data help you understand the chance of something happening? 	<p>c) Use data to describe events as more likely, less likely, or equally likely.</p>		<p align="center">5</p>	<p align="center">✓</p>	<p align="center">T</p>	<p align="center">T</p>	<p align="center">all possible outcomes</p> <ul style="list-style-type: none"> collect data, organize it and identify patterns to make a prediction or complete the chart/table. describe everyday situation as more likely, less likely or equally likely. in game situations, such as using spinners or dice, explain the likelihood of each outcome. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.14C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.5</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Underlying Processes & Mathematical Tools	3.15 The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. Focus Questions: <ul style="list-style-type: none"> ▪ Can you explain your plan for solving the problem? ▪ Could you solve your problem in another way? ▪ Did your solution to the problem make sense? 	a) identify the mathematics in everyday situations.		6	✓	✓ T	✓ T	<ul style="list-style-type: none"> ▪ use everyday situations such as grocery store ads, newspapers, party planning, etc., to write and solve math problems. ▪ collect samples of math situations to show math in everyday life, such as can labels, geometric patterns, etc. identify and restate the question in own words to demonstrate understanding of the problem. ▪ implement a plan and communicate why it is an appropriate choice. ▪ solve problems in more than one way to evaluate for reasonableness. ▪ select an expression or number sentence that represents the problem situation or will solve the problem. ▪ solve problems requiring multiple steps. ▪ solve problems that may have extraneous information. ▪ identify information that is needed to solve a problem. ▪ solve problems that may involve a range of numbers. ▪ use the inverse operation to check for accuracy of arithmetic. ▪ use available manipulatives, calculators, measurement tools, etc., to solve problems. ▪ describe the next step or a missing step that would be more appropriate. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.15 A-D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 1.5, 2.6</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
		b) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		6	✓	✓ T	✓ T		
		c) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.		5	✓	✓ T	✓ T		
		d) use tools such as real objects, manipulatives; and technology to solve problems.	not tested	not tested	✓	✓	✓		

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Underlying Processes & Mathematical Tools	<p>3.16 The student communicates about Grade 3 mathematics using informal language.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How could you teach someone to solve the problem? ▪ How could you teach others about your solution to this problem? 	a) explain and record observations using objects, words, pictures, numbers, and technology.	b) relate informal language to mathematical language and symbols.	not tested	6	>	>	>	>	>	>	>	>	<ul style="list-style-type: none"> ▪ explain verbally and in writing your understanding of the problem situation. ▪ illustrate word problems and explain strategies to solve the problem. ▪ identify words to describe mathematical concepts and actions. ▪ understand and demonstrate varied ways to express the same thing (such as, half past one and 1:30; quarter after 2 and 2:15, etc.). ▪ write and understand mathematical symbols such as \$, \$.00, +, -. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.16A-B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Underlying Processes & Mathematical Tools	<p>3.17 The student uses logical reasoning to make sense of his or her world.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you decide what information you need/do not need to solve the problem? ▪ How do you prove that an answer is/is not reasonable? 	<p>a) make generalizations from patterns or sets of examples and non-examples.</p>		6	reason & support thinking	> T	> T	<ul style="list-style-type: none"> ▪ identify similarities and differences in sets of examples ▪ group numbers or objects according to the commonalities and justify the groups ▪ draw conclusions from given data. ▪ explain reasonableness of an answer such as using addition to check subtraction, checking if your solution matches your estimate or using T-charts to recognize and continue patterns 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.17A-B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p>b) justify why an answer is reasonable and explain the solution process.</p>	not tested	not tested	reason & support thinking	>	>			

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