

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

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>3.4 The student recognizes and solves problem in multiplication and division situations.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What patterns can you find in multiplication facts? ▪ How can multiplication help you solve problems? 	<p>A) learn and apply multiplication facts through the tens using concrete models.</p>	<p>not tested</p>	<p>not tested</p>	<p>concept</p>	<p>✓</p>	<p>✓</p>	<p>✓ T</p>	<p>model arrays/area models</p> <ul style="list-style-type: none"> ▪ build arrays that represent given multiplication facts. ▪ draw a pictorial representation of given multiplication facts. ▪ recall multiplication facts in random order through the tens. ▪ write multiplication number sentences to represent given arrays. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.4A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.1, 4.4, 4.5, 9.3, 9.9, 9.10, 9.11, 9.12, 9.13</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>3.4 The student recognizes and solves problem in multiplication and division situations.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What patterns can you find in multiplication facts? ▪ How can multiplication help you solve problems? 	<p>B)solve and record multiplication problems (one-digit multiplier).</p>	<p>8 12</p>	<p>1</p>		<p>✓ T</p>	<p>2-digit</p> <ul style="list-style-type: none"> ▪ choose an algorithm such as, repeated addition, traditional, or lattice to solve multiplication problems. ▪ solve and record multiplication problems using pictures. ▪ solve and record multiplication problems using numbers. ▪ match multiplication number sentences with its problem situation presented in pictorial models and tables. ▪ write multiplication number sentences that match a given problem situation. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.4B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.4, 7.6, 7.8, 9.2, 9.4, 9.5, 9.6</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>
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Number, Operation, & Quantitative Reasoning	<p>3.4 The student recognizes and solves problem in multiplication and division situations.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What is division? ▪ How do you separate groups of objects into equal sets? ▪ How are multiplication and division alike/different? 	<p>C)use models to solve division problems and use number sentences to record the solutions.</p>	<p>9 12</p>	<p>1</p>	<p>✓</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ divide a set into equal groups using manipulatives and/or pictures. ▪ record equations (number sentences) to match concrete or pictorial representations. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.4C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.3, 4.4, 9.7, 9.8</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	3.5 The student estimates to determine reasonable results. Focus Questions: <ul style="list-style-type: none"> ▪ How do you use rounding to estimate sums and difference? ▪ How can you decide if your answer is reasonable? 	B)estimate sums and differences beyond basic facts.	10	1		> T	> T	<ul style="list-style-type: none"> ▪ round numbers before estimating the sum or difference. ▪ estimate the sum or difference before computing the exact sum or difference. ▪ round number to the highest place value of the smallest number used in computation when solving addition and subtraction problems. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.5B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 4.9, 7.7</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>B)identify patterns in multiplication facts using [concrete objects] pictorial models, [or technology].</p>		<p align="center">2</p>	<p align="center">+/- facts strategies</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ identify patterns in multiplication facts using concrete objects such as building successive square number arrays using color tiles. ▪ identify patterns in multiplication facts using pictorial models such as coloring multiples on the multiplication chart ▪ identify patterns in multiplication facts using technology such repeated multiplication on the calculator. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.6B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.5, 4.6</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>
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Patterns, Relationships & Algebraic Thinking	<p>3.6 The student uses patterns to solve problems.</p> <p>Focus Question:</p> <ul style="list-style-type: none"> How do fact families patterns help you understand multiplication and division? 	<p>C)identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.</p>	<p>2</p>	<p>2</p>	<p>></p>	<p>> T</p>	<p>> T</p>	<ul style="list-style-type: none"> complete a fact family when given 2 factors and their product. build and compare arrays within a fact family and represent with number sentences. match multiplication or division number sentences with one or more other sentences of the same fact family, with a pictorial representation. identify the sentence or pictorial representation that does NOT match the given information. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.6C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.7, 4.8, 7.3, 7.4, 7.5</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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Patterns, Relationships, & Algebraic Thinking	<p>3.7 The student uses lists, tables, and charts to express patterns and relationships.</p> <p>Focus Question:</p> <p>Where can you find related-number patterns?</p>	<p>A)generate a table of paired numbers based on a real-life situation such as insects and legs.</p>	<p>2</p>	<p>2</p>	<p>✓</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ construct tables to display two related sets of data based on real-life situations. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.7A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.1, 4.2, 4.7, 4.8</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>3.7 The student uses lists, tables, and charts to express patterns and relationships.</p> <p>Focus Question:</p> <ul style="list-style-type: none"> Where can you find related-number patterns? 	<p>B)identify patterns in a table of related number pairs based on a real-life situation and extend the table.</p>	<p>2</p>	<p>2</p>	<p>✓</p>	<p>✓ T</p>	<ul style="list-style-type: none"> identify related number pairs in tables based on real-life situations. identify how numbers are related (input/output boxes) complete missing information and/or extend given information in tables. match the correct table to a given set of data. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.7B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 4.1, 4.2, 4.7, 4.8</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>3.11 The student selects and uses appropriate units and procedures to measure length and area.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What measurement tools and vocabulary do you use to measure length? ▪ How can measurement help you solve problems? ▪ What problem solving strategies could you use to solve problems using length? ▪ What objects are about an inch, foot, yard, centimeter, decimeter and meter? 	<p>A)estimate and measure length using standard units such as inch, foot, yard, centimeter, [decimeter,] and meter.</p>	<p>4</p>	<p>4</p>	<p>approximate units length, capacity & weight</p>	<p>✓</p>	<p>T</p>	<ul style="list-style-type: none"> ▪ measure the length of an object in customary units, such as inch, foot, yard using standard measurement tools. ▪ measure the length of an object using metric units, such as centimeters, decimeters, meters using standard measurement tools. ▪ estimate the length using benchmarks that approximate customary units, (inch, foot, yard) such as first joint of thumb for an inch. ▪ estimate the length using benchmarks that approximate metric units, (centimeters, decimeters, meters) such as the tip of the pinkie for a centimeter. ▪ record each length to the nearest whole unit. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.11A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 3.1, 3.2, 3.3, 5.10, 10.1, 10.3</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>3.11 The student selects and uses appropriate units and procedures to measure length and area.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What measurement tools and vocabulary do you use to measure length? ▪ How can measurement help you solve problems? ▪ What problem solving strategies could you use to solve problems using length? ▪ What objects are about an inch, foot, yard, centimeter, decimeter and meter? 	<p>B)use linear measure to find the perimeter of a shape.</p>	<p>4</p>	<p>4</p>		<p>✓ T</p>	<ul style="list-style-type: none"> ▪ measure the line segments of a shape to find the perimeter. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.11B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 3.4, 3.5, 5.6, 5.7, 5.8</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>3.11 The student selects and uses appropriate units and procedures to measure length and area.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What measurement tools and vocabulary do you use to measure length? ▪ How can measurement help you solve problems? ▪ What problem solving strategies could you use to solve problems using length? 	<p>C)use [concrete] models of square units to determine the area of shapes.</p>	<p>not tested</p>	<p>4</p>	<p>✓</p>	<p>T</p>	<ul style="list-style-type: none"> ▪ design a shape, such as using centimeter cubes or geoboards. ▪ count the number of square units inside the shape. ▪ identify the number of incomplete units (1/2 units) and combine to make complete units. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.11C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lessons 3.5, 3.6, 3.7, 3.8, 5.6, 5.7, 5.8</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> <u>Exemplars</u> Dominoes CD I, 3.6 A Raccoons CD 1, 3.6A A Quarter from the Tooth Fairy CDII 3.1C Fish Dilemma, CD 1, 3.3A Getting Ready, CDII 3.12 A</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	3.16 The student communicates about Grade 3 mathematics using informal language.	A)explain and record observations using objects, words, pictures, numbers, and technology.	not tested	not tested	>	>	>	<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>
	<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? 	B)relate informal language to mathematical language and symbols.	not tested	6	>	> T	> T		

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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	<ul style="list-style-type: none"> identify similarities and differences in sets of examples group numbers or objects according to the commonalties 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	✓ ✓ ✓			

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