GT Mathematics Third Grade – 3rd 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**
Number, Operation, & Quantitative Reasoning	3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. **Focus Questions:** ▪ **How do you use the base ten system to find the value of a number?** ▪ **How do you read and write large numbers?**	A) use place value to read (in symbols and words), and describe the value of whole numbers through 999,999.	1	1	✓ **concrete**	✓ T	✓ T **millions**	▪ 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.	Mathematics Toolkit Assessment Connection 3.1A Clarifying Activity: "Making a Hundred" Textbook Everyday Mathematics 3rd gr Lesson 1.1, 1.2, 1.3, 1.6, 5.1, 5.3, 5.4, 5.5 Optional Lessons: 1.3, 1.8 TexTeam Activities • Relations & Functions 53, Telling Phone Numbers • Number Concepts, 42 "Making a Hundred" Other Resources Target the Question Software Exemplars

✓ = Objectives taught
T = Objectives tested on TAKS

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**
Number, Operation, & Quantitative Reasoning								
3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. **Focus Questions:** ▪ **How do you use the base ten system to find the value of a number?** ▪ **How do you make numbers larger and smaller?**	B) use place value to compare and order whole numbers through 9,999.	1	1	✓ patterns	✓ T	✓ T millions	• compare numbers up to four digits using pictorial models. • compare numbers up to four digits using word phrases. (is less than, greater than equal to) • compare numbers up to four digits using symbols <, =, >. • sequence numbers or words associated with numbers when ordering a list of numbers. Example: listing the names of children from greatest to least based on their heights.	Mathematics Toolkit Assessment Connection 3.1B Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 5.2 TexTeam Activities • Number Concepts 16 "Comparing and Ordering Numbers" • Number Concepts 42 "The Greater Wins" Other Resources Target the Question Software Exemplars

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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**
Geometry & Spatial Reasoning	3.8 The student uses formal geometric vocabulary. **Focus Questions:** ▪ **What formal language do you use to describe shapes and solids?** ▪ **What attributes can you use to identify shapes and solids?** ▪ **What attributes do you use to compare shapes and solids?**	A)name, describe, and compare shapes and solids using formal geometric vocabulary.	3	3	✓ compare contrast attributes	✓ T	✓ T	▪ identify shapes and solids within the classroom and the real world by labeling them using formal geometric vocabulary. ▪ label attributes of shapes (faces, edges, vertices) ▪ group shapes and solids according to similar attributes. ▪ identify a shape or solid that does not have a given attribute.	Mathematics Toolkit Assessment Connection 3.8A Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.11, 6.12, 7.1, 7.2 Optional Lessons: 6.10 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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**
Geometry & Spatial Reasoning								
3.9 The student recognizes congruence and symmetry. **Focus Questions: What makes shapes and solids alike/different?**	A)identify congruent shapes.	3	3	✓ attributes	✓ T	✓ T translations, reflections & rotations	▪ identify by matching pictures of congruent shapes on the computer, on paper, or everyday objects. ▪ select the pairs of shapes that are not congruent.	Mathematics Toolkit Assessment Connection 3.9A Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 6.10 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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
Geometry & Spatial Reasoning	3.9 The student recognizes congruence and symmetry. **Focus Questions:** ▪ **When do shapes not have a line of symmetry?** ▪ **How do you create symmetrical shapes?**	B)create shapes with lines of symmetry using concrete models and technology.	not tested	not tested	✓ likeness & differences	✓		▪ use manipulatives to create symmetrical shapes. ▪ use manipulatives to create non-symmetrical shapes. ▪ create symmetrical patterns using tools such as geoboards or computer generated shapes.	Mathematics Toolkit Assessment Connection 3.9B Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 6.9 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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
Geometry & Spatial Reasoning	3.9 The student recognizes congruence and symmetry. **Focus Questions:** ▪ **When do shapes not have a line of symmetry?** ▪ **How do you create symmetrical shapes?**	C)identify lines of symmetry in shapes.	3	3	✓ separate into parts	✓ T	✓ T use reflection	▪ identify lines of symmetry using letters of the alphabet (die-cuts or written on paper) by drawing lines of symmetry or folding the paper. ▪ draw lines of symmetry on shapes that have been created. ▪ identify shapes that do not have symmetry. ▪ select the figures that have more than one line of symmetry.	Mathematics Toolkit Assessment Connection 3.9C Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 6.9 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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**
Measurement	3.11 The student selects and uses appropriate units and procedures to measure length and area. **Focus Questions:** ▪ **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?**	A)estimate and measure length using standard units such as inch, foot, yard, centimeter, [decimeter,] and meter.	4	4	✔ approximate units length, capacity & weight	✔ T		▪ 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.	Mathematics Toolkit Assessment Connection 3.11A Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 3.1, 3.2, 3.3, 5.10, 10.1, 10.3 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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**
Measurement	3.11 The student selects and uses appropriate units and procedures to measure length and area. **Focus Questions:** ▪ **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?**	B)use linear measure to find the perimeter of a shape.	4	4		✔ T		▪ measure the line segments of a shape to find the perimeter.	Mathematics Toolkit Assessment Connection 3.11B Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 3.4, 3.5, 5.6, 5.7, 5.8 Optional Lessons: 5.4 5.10 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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**
Measurement	3.11 The student selects and uses appropriate units and procedures to measure length and area. **Focus Questions:** ▪ **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?**	C)use [concrete] models of square units to determine the area of shapes.	not tested	4		✔ T	✔ T	abstract: problem solving situations	▪ 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.	Mathematics Toolkit Assessment Connection 3.11C Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 3.5, 3.6, 3.7, 3.8, 5.6, 5.7, 5.8 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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**
Probability & Statistics	3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **Focus Questions:** ▪ **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?**	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.	5	5	✓ construct pictographs & bar graphs	✓ T		▪ 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.	Mathematics Toolkit Assessment Connection 3.14 A Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 1.5, 5.12, 11.2 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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
Probability & Statistics	3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **Focus Questions:** ▪ **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?**	B)interpret information from pictographs and bar graphs.	5 12	5	✔	✔ T	✔ T	bar graphs	▪ 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.	Mathematics Toolkit Assessment Connection 3.14B Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 1.5, 5.12, 11.8 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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**
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:** ▪ **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	▪ 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.	Mathematics Toolkit Assessment Connection 3.15 A-D Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 1.5, 2.6 TexTeam Activities • Other Resources Target the Question Software Exemplars • "Bulletin Board Border CDI (3.6A) • "Fencing" CD I (3.11B) • "The Price is Right" CD II(3.6B,C) • "Chip Chance" CD I, (3.14C) • "Flies and Frogs" CDII (3.6 B,C)
	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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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**
Underlying Processes & Mathematical Tools								
3.16 The student communicates about Grade 3 mathematics using informal language. **Focus Questions:** ▪ **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.	not tested	not tested	✓	✓	✓	▪ 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, +, -.	Mathematics Toolkit Assessment Connection 3.16A-B Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson TexTeam Activities • Other Resources Target the Question Software Exemplars
	B)relate informal language to mathematical language and symbols.		6	✓	✓ T	✓ T		

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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
Underlying Processes & Mathematical Tools								
3.17 The student uses logical reasoning to make sense of his or her world. **Focus Questions:** ▪ **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?**	A)make generalizations from patterns or sets of examples and non-examples.		**6**	✔ reason & support thinking	✔ T	✔ T	▪ 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	Mathematics Toolkit Assessment Connection 3.17A-B Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson TexTeam Activities • Other Resources Target the Question Software Exemplars
	B)justify why an answer is reasonable and explain the solution process.	**not tested**	**not tested**	✔ reason & support thinking	✔	✔		

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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**
Probability & Statistics	4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **Focus Questions:** ▪ **How can an organized list help you find all possible outcomes of an experiment?** ▪ **How can pairs of numbers help you understand the relationship between a favorable outcome and all possible outcomes?**	A)list all possible outcomes of a probability experiment such as tossing a coin.	5	5	✔ T more/less likely	✔ T	✔ T	▪ name all possible outcomes of an experiment, such as the sums two through twelve when rolling two dice. ▪ display all possible outcomes of an experiment in the form of lists, tables or diagrams. ▪ name one or more missing outcomes from a given set of possible outcomes.	Mathematics Toolkit Assessment Connection 4.13A Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 5.11 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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
Probability & Statistics								
4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. **Focus Question:** ▪ **How can you understand what a bar graph is telling you?**	C)interpret bar graphs.	5 12	5	✓ T	✓ T	✓ T	▪ use data and create a bar graph. ▪ label the graph, including the data presented, such as the value of each bar. ▪ read information from a graph to answer question, such as combining information, separating information, comparing information or performing arithmetic operation with the information.	Mathematics Toolkit Assessment Connection 4.13C Clarifying Activity: Textbook Everyday Mathematics 3rd grade – Lesson 5.11 TexTeam Activities • Other Resources Target the Question Software Exemplars

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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
Underlying Processes & Mathematical Tools 4.15 The student communicates about Grade 4 mathematics using informal language. **Focus Questions:** ▪ **How could you teach someone to solve the problem?** ▪ **How could you teach others about your solution to his problem?**	A)explain and record observations using objects, words, pictures, numbers, and technology.	not tested	not tested	✔	✔	✔	▪ 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, +, -.	Mathematics Toolkit Assessment Connection 4.15A Assessment Connection 4.15 B Clarifying Activity: Textbook Everyday Mathematics 3rd grade Lesson 5.8 TexTeam Activities • Other Resources Target the Question Software Exemplars
	B) relate informal language to mathematical language and symbols		6	✔ T	✔ T	✔ T		

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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
Patterns, Relationships, & Algebraic Thinking								
4.6 The student uses patterns in multiplication and division. **Focus Questions:** ▪ **How do patterns help you in multiplication?**	C) Use patterns to multiply by 10 and 100.		2	✓ **Concrete and pictorial**	✓ T		▪ Extend basic multiplication facts to multiplying by 10 ▪ Extend basic multiplication facts to multiplying aby 10	Mathematics Toolkit Assessment Connection 4.6C Clarifying Activity: Textbook Everyday Mathematics 3rd gr Lesson 5.9 TexTeam Activities • Other Resources Target the Question Software Exemplars

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