

GT Mathematics Third Grade – 4th 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>3.2 The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.</p> <p>Focus Question: How do you use concrete objects to represent fractions?</p>	A)construct concrete models of fractions.	not tested	not tested		∨	<ul style="list-style-type: none"> ▪ construct models of fractional parts of whole objects using manipulatives, such as Cuisenaire rods, pattern blocks, food, and paper. ▪ construct models of fractional parts of sets of objects using manipulatives, such as Cuisenaire rods, pattern blocks, food and paper. ▪ explain and demonstrate using examples or models that fractional parts must be equal. ▪ use concrete models to demonstrate how to make a whole out of fractional parts. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.2A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 8.1, 8.2</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>3.2 The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.</p> <p>Focus Question: How do you use concrete or pictorial models to compare fractions?</p>	<p>B)compare fractional parts of whole objects or sets of objects in problem situation using [concrete] models.</p>	<p>1</p>	<p>✓</p>	<p>✓ T</p>	<p>✓ T</p>	<p align="center">compare & order</p> <ul style="list-style-type: none"> compare a given fraction with a pictorial or concrete representation of a second fraction to determine equality. compare a given fraction with a pictorial or concrete representation of a second fraction to determine inequality, such as greater than or less than. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.2B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 8.1, 8.2, 8.5, 8.6</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>3.2 The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ If an object is cut into equal pieces, what name would you give each piece? ▪ How do you write the names of each of these pieces? ▪ Can you put ____ (i.e., $\frac{1}{4}$, $\frac{1}{2}$) of the objects in a group? 	<p>C)use fraction names and symbols to describe fractional parts of whole objects with denominators of 12 or less.</p>	<p>1</p>	<p>1</p>	<p>✓</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ using pictorial models say the fraction name. ▪ write the numeric representations of fractions in number and word form. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.2C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 8.1, 8.2</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>3.2 The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you use concrete objects to compare equivalent fractions? ▪ How can you represent equivalent fractions? 	<p>D)construct concrete models of equivalent fractions for fractional parts of whole objects.</p>	<p>not tested</p>	<p>not tested</p>		<p>✓</p>	<p>✓ T</p>	<p>generate concrete & pictorial</p> <ul style="list-style-type: none"> ▪ build equivalent fractions with concrete objects. ▪ match shaded portions of a model with equivalent fractions. ▪ match models to fractions that are not equivalent. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.2D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 8.4</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">Number, Operation, & Quantitative Reasoning</p>	<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 align="center">8 12</p>	<p align="center">1</p>			<p align="center">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 Lesson 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	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. 	Mathematics Toolkit Assessment Connection 3.5B Clarifying Activity: <u>Textbook</u> Everyday Mathematics 3rd gr Lesson 4.9, 7.7 <u>TexTeam Activities</u> <ul style="list-style-type: none"> • <u>Other Resources</u> Target the Question <u>Software</u> Exemplars
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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>	2	2	>	> T	> T	<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 Lesson 4.7, 4.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.9</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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Geometry & Spatial Reasoning	<p>3.10 The student recognizes that points on a line can represent numbers.</p> <p><u>Focus Questions:</u> How do you find a number on the number line?</p>	<p>A)locate and name points on a line using whole numbers [and fractions such as halves.]</p>	<p>3</p>	<p>3</p>	<p>✓</p>	<p>✓ T</p>	<p>✓ T</p>	<p align="center">whole #s & decimals</p> <ul style="list-style-type: none"> • identify points on a labeled number line. • identify points on a partially labeled number line. • determine the intervals on a labeled number line. • determine the intervals on a partially labeled number line. ▪ place numbers on a partially labeled number line. 	<p><u>Mathematics Toolkit</u> Assessment Connection 3.10A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 8.3</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations & Functions 14 “Big Blank Number Line” <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Underlying Processes & Mathematical Tools	<p>3.15 The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>Focus Questions:</p> <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 Exemplars</u></p> <ul style="list-style-type: none"> • “Ant in the Well” CD1 (4.15) • “The Tower Problem” CD1 (3.6C) • “Happy Birthday, Abby” CD 2 (3.2A, B, C) • “Cookie Cutters”, CD 2, (3.8) • “Lost Count”, CD 2 (3.4B, 3.3A) • “Chaperones”, CD 2 (3.4) • “Ice Cream” CD 2 (3.14) • “Shower of Shapes” CD 2 (3.8)
		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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<p align="center">Underlying Processes & Mathematical Tools</p>	<p>3.16 The student communicates about Grade 3 mathematics using informal language.</p>	<p>A)explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p align="center">not tested</p>	<p align="center">not tested</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>	<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? 	<p>B)relate informal language to mathematical language and symbols.</p>	<p align="center">not tested</p>	<p align="center">6</p>	<p align="center">✓</p>	<p align="center">✓ T</p>	<p align="center">✓ T</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 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	reason & support thinking	✓ ✓ ✓		

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<p>Number. Operation & Quantitative Reasoning</p>	<p>4.2 The student describes and compares fractional parts of whole objects or sets of objects.</p> <p>Focus Question:</p> <ul style="list-style-type: none"> ▪ How are decimals and fractions related? 	<p>d) relate decimals to fraction that name tenths and hundredths using models.</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ represent a decimal using base-ten blocks. ▪ match models of decimals to fractions that name tenths and hundredths. ▪ match a model of a fraction to a decimal. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics , 3rd Gr Lesson 7.8</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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