

**GT Mathematics Third Grade – 5<sup>th</sup> 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?

<b>TEKS</b> Knowledge & Skills	<b>Student Expectations</b> The student is expected to...	TAKS Objective	TAKS Objective	Grade 2	Grade 3	Grade 4	<b>Observable Behaviors</b> The student will...	<b>Resources and Activities</b>
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<b>Number. Operation. &amp; Quantitative Reasoning</b>	<p>3.4 The student recognizes and solves problem in multiplication and division situations.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>What patterns can you find in multiplication facts?</b></li> <li>▪ <b>How can multiplication help you solve problems?</b></li> </ul>	A) learn and apply multiplication facts through the tens using concrete models.	not tested	not tested	✓ concept	✓ T model arrays/area models	<ul style="list-style-type: none"> <li>▪ build arrays that represent given multiplication facts.</li> <li>▪ draw a pictorial representation of given multiplication facts.</li> <li>▪ recall multiplication facts in random order through the tens.</li> <li>▪ write multiplication number sentences to represent given arrays.</li> </ul>	<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 Optional Lessons: 4.6, 4.7, 4.8, 4.9</p> <p>Additional Support from Reg 3<sup>rd</sup> grade Textbook: Chapter 5, Lessons 5, 6, 7, 8 Chapter 6, 3, 4, 6, 7</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<b>Number, Operation, &amp; Quantitative Reasoning</b>	<p>3.4 The student recognizes and solves problem in multiplication and division situations.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>What patterns can you find in multiplication facts?</li> <li>How can multiplication help you solve problems?</li> </ul>	<p>B)solve and record multiplication problems (one-digit multiplier).</p>	<p>8 12</p>	<p>1</p>		<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> <li>choose an algorithm such as, repeated addition, traditional, or lattice to solve multiplication problems.</li> <li>solve and record multiplication problems using pictures.</li> <li>solve and record multiplication problems using numbers.</li> <li>match multiplication number sentences with its problem situation presented in pictorial models and tables.</li> <li>write multiplication number sentences that match a given problem situation.</li> </ul>	<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"> <li></li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p><b>Number, Operation, &amp; Quantitative Reasoning</b></p>	<p>3.4 The student recognizes and solves problem in multiplication and division situations.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>What is division?</b></li> <li>▪ <b>How do you separate groups of objects into equal sets?</b></li> <li>▪ <b>How are multiplication and division alike/different?</b></li> </ul>	<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>	<p># patterns &amp; extend concept</p> <p>1-digit</p> <ul style="list-style-type: none"> <li>▪ divide a set into equal groups using manipulatives and/or pictures.</li> <li>▪ record equations (number sentences) to match concrete or pictorial representations.</li> </ul>	<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"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center"><b>Measurement</b></p>	<p>3.12 The student measures time and temperature.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How is a number line like a clock/thermometer/ ruler?</b></li> <li>▪ <b>What measurement tools and vocabulary do you use to measure time and temperature?</b></li> <li>▪ <b>How can measurement help you solve problems?</b></li> <li>▪ <b>What problem solving strategies could you use to solve problems using temperature and time?</b></li> </ul>	<p>B)use a thermometer to measure temperature.</p>	<p align="center">4</p>	<p align="center">4</p>	<p align="center">✓</p>	<p align="center">✓</p>	<ul style="list-style-type: none"> <li>▪ match a picture of a thermometer with a temperature given in degrees Fahrenheit. Scale may show increments of one or two degrees.</li> <li>▪ match a picture of a thermometer with a temperature given in degrees Celsius. Scale may show increments of one or two degrees.</li> <li>▪ calculate change in temperature.</li> <li>▪ use a thermometer and calculate change in temperature.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 43.12B Clarifying Activity: <u>Textbook</u> Everyday Mathematics 3rd gr Lesson 11.9</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<b>Patterns, Relationships, &amp; Algebraic Thinking</b>	<p>3.6 The student uses patterns to solve problems</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>What patterns can you find in multiplication facts?</b></li> <li>▪ <b>Where can you find related-number patterns?</b></li> <li>▪ <b>How can multiplication help you solve problems?</b></li> </ul>	<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>	<ul style="list-style-type: none"> <li>▪ identify a given picture or number (list, table or chart) pattern.</li> <li>▪ extend a given picture or number (list, table or chart) pattern.</li> <li>▪ solve a problem by finding the missing element in a pattern given in picture, list or table form.</li> </ul>	<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"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center"><b>Probability &amp; Statistics</b></p>	<p>3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How is a number line like the axis of the graph?</b></li> <li>▪ <b>After collecting data, how do you make a pictograph?</b></li> <li>▪ <b>How do you make a bar graph?</b></li> <li>▪ <b>How do you understand what a pictograph or a bar graph is telling you?</b></li> </ul>	<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 &amp; bar graphs</p>	<p align="center">✓</p>	<p align="center">T</p>	<ul style="list-style-type: none"> <li>▪ collect data.</li> <li>▪ organize the data for pictographs.</li> <li>▪ create and label pictographs.</li> <li>▪ organize the data for bar graphs.</li> <li>▪ create and label horizontal or vertical bar graphs.</li> </ul>	<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, 11.2</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center"><b>Probability &amp; Statistics</b></p>	<p>3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How is a number line like the axis of the graph?</b></li> <li>▪ <b>How do you understand what a pictograph or a bar graph is telling you?</b></li> </ul>	<p>B)interpret information from pictographs and bar graphs.</p>	<p>5 12</p>	<p>5</p>	<p>✓</p>	<p>✓ T</p>	<p>✓ T</p>	<p>bar graphs</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ combine or separate information from graphs to answer questions.</li> <li>▪ generate and answer questions from a graph.</li> <li>▪ match graphs with information given.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 3.14B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 5.12, 11.8</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Probability &amp; Statistics</p>	<p>3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"> <li>How can data help you understand the chance of something happening?</li> </ul>	<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"> <li>collect data, organize it and identify patterns to make a prediction or complete the chart/table.</li> <li>describe everyday situation as more likely, less likely or equally likely.</li> <li>in game situations, such as using spinners or dice, explain the likelihood of each outcome.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 3.14C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 3rd gr Lesson 11.1, 11.3, 11.4, 11.5, 11.6, 11.7</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li></li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<b>Underlying Processes &amp; Mathematical Tools</b>	<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><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Can you explain your plan for solving the problem?</li> <li>▪ Could you solve your problem in another way?</li> <li>▪ Did your solution to the problem make sense?</li> </ul>	A)identify the mathematics in everyday situations.		6	✓	✓ T	✓ T	<ul style="list-style-type: none"> <li>▪ use everyday situations such as grocery store ads, newspapers, party planning, etc., to write and solve math problems.</li> <li>▪ collect samples of math situations to show math in everyday life, such as can labels, geometric patterns, etc.</li> <li>▪ identify and restate the question in own words to demonstrate understanding of the problem.</li> <li>▪ implement a plan and communicate why it is an appropriate choice.</li> <li>▪ solve problems in more than one way to evaluate for reasonableness.</li> <li>▪ select an expression or number sentence that represents the problem situation or will solve the problem.</li> <li>▪ solve problems requiring multiple steps.</li> <li>▪ solve problems that may have extraneous information.</li> <li>▪ identify information that is needed to solve a problem.</li> <li>▪ solve problems that may involve a range of numbers.</li> <li>▪ use the inverse operation to check for accuracy of arithmetic.</li> <li>▪ use available manipulatives, calculators, measurement tools, etc., to solve problems.</li> <li>▪ describe the next step or a missing step that would be more appropriate.</li> </ul>	<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"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p> <ul style="list-style-type: none"> <li>• “Problems on the Prairie” CD1, 3.4C</li> <li>• “Tanagram Money” CD1, 3.1C, 3.8</li> <li>• “Pattern Block Thinking” CD2, 3.14 C</li> </ul>
		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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<b>Underlying Processes &amp; Mathematical Tools</b>	<p>3.16 The student communicates about Grade 3 mathematics using informal language.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How could you teach someone to solve the problem?</li> <li>▪ How could you teach others about your solution to this problem?</li> </ul>	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"> <li>▪ explain verbally and in writing your understanding of the problem situation.</li> <li>▪ illustrate word problems and explain strategies to solve the problem.</li> <li>▪ identify words to describe mathematical concepts and actions.</li> <li>▪ 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.).</li> <li>▪ write and understand mathematical symbols such as \$, \$.00, +, -.</li> </ul>	<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"> <li>•</li> </ul> <p><u>Other Resources</u>                      Target the Question</p> <p><u>Software</u>                      Exemplars</p>
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<p align="center"><b>Underlying Processes &amp; Mathematical Tools</b></p>	<p>3.17 The student uses logical reasoning to make sense of his or her world.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you decide what information you need/do not need to solve the problem?</li> <li>▪ How do you prove that an answer is/is not reasonable?</li> </ul>	<p>A)make generalizations from patterns or sets of examples and non-examples.</p>		<p align="center"><b>6</b></p>	<p align="center">reason &amp; support thinking</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ identify similarities and differences in sets of examples</li> <li>▪ group numbers or objects according to the commonalties and justify the groups</li> <li>▪ draw conclusions from given data.</li> <li>▪ 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</li> </ul>	<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"> <li>•</li> </ul> <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>	<p align="center">not tested</p>		<p align="center">not tested</p>	<p align="center">reason &amp; support thinking</p>	<p align="center">✓</p>		

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