

**GT Mathematics Third Grade – 6<sup>th</sup> Six Weeks Calendar**  
**Irving Independent School District**

<p align="center"><b>TEKS</b> Knowledge &amp; Skills</p>	<p align="center"><b>Student Expectations</b> The student is expected to...</p>	<p align="center">TAAS Objective</p>	<p align="center">TAKS Objective</p>	<p align="center">Grade 2</p>	<p align="center">Grade 3</p>	<p align="center">Grade 4</p>	<p align="center"><b>Observable Behaviors</b> The student will...</p>	<p align="center"><b>Resources and Activities</b></p>
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<p align="center"><b>Geometry &amp; Spatial Reasoning</b></p>	<p>4.8 The student identifies and describes lines, shapes, and solids using formal geometric language.</p> <p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>What is the difference between right, acute and obtuse angles?</b></li> </ul>	<p>a) identify right, acute, and obtuse angles.</p>	<p align="center">3</p>	<p align="center">3</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">Identify these attributes in shapes</p> <ul style="list-style-type: none"> <li>▪ draw right, acute and obtuse angles.</li> <li>▪ measure right, acute and obtuse angles.</li> <li>▪ identify the attributes of right, acute and obtuse angles.</li> <li>▪ identify right, acute and obtuse angles shown as part of complex figures.</li> <li>▪ predict if an angle is right, acute or obtuse then measure to test the prediction.</li> <li>▪ compare angles to determine if an angles is greater than, less than or the same as a given angle.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</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 align="center"><b>Geometry &amp; Spatial Reasoning</b></p>	<p>4.8 The student identifies and describes lines, shapes, and solids using formal geometric language.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>What attributes do you use to compare shapes and solids?</li> </ul>	<p>c. describe shapes and solids in terms of vertices, edges, and faces.</p>	<p align="center">3</p>	<p align="center">3</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>label vertices, edges and faces of shapes and solids.</li> <li>name the shape that fits a set of given attributes, such as fewer than 12 edges or 8 faces and 12 edges.</li> <li>identify shapes or solids shown individually or as part of complex figures.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>Relations</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<b>Measurement</b>	<p>4.11 The student selects and uses appropriate weight and capacity.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>What measurement tools and vocabulary do you use to measure weight and capacity?</b></li> <li>▪ <b>What containers hold about a milliliter, liter, cup, pint, quart and gallon?</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 weight and capacity?</b></li> </ul>	<p>B) estimate [and measure] capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.</p>	<p align="center">4</p>	<p align="center">4</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ measure and record capacity of objects in milliliters, liters, cups, pints, quarts and gallons to the nearest whole unit.</li> <li>▪ select unit of capacity based on the size of the item.</li> <li>▪ select an object that best matches a given capacity.</li> <li>▪ compare and explain the relationship between given units of capacity.</li> <li>▪ solve problems that involve capacity.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>• Relations</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>4.12 The student applies measurement concepts.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How are area and perimeter different?</b></li> <li>▪ <b>What algorithms could you use to find perimeter and area of a shape?</b></li> <li>▪ <b>What happens to the perimeter and are when the dimensions of the shape change?</b></li> <li>▪ <b>What strategies could you use to solve problems using perimeter, time, temperature and area?</b></li> </ul>	<p>a) measure to solve problems involving length, including perimeter, time, temperature, and area.</p>	<p align="center">4 11</p>	<p align="center">4</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ measure the perimeter of given shapes to solve problems.</li> <li>▪ calculate the perimeter of given shapes to solve problems.</li> <li>▪ measure the area of given shapes to solve problems.</li> <li>▪ calculate the area of given shapes to solve problems.</li> <li>▪ use pictorial representations to find the area of a given shape.</li> <li>▪ investigate the relationship between the perimeter and the area.</li> <li>▪ solve problems involving elapsed time.</li> <li>▪ solve problems involving calculating changes in temperature.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>• Relations</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>4.13 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>▪ <b>How can an organized list help you find all possible outcomes of an experiment?</b></li> <li>▪ <b>How can pairs of numbers help you understand the relationship between a favorable outcome and all possible outcomes?</b></li> </ul>	<p>a) list all possible outcomes of a probability experiment such as tossing a coin.</p>	<p align="center">5</p>	<p align="center">5</p>	<p align="center">more/less likely</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p> <ul style="list-style-type: none"> <li>▪ name all possible outcomes of an experiment, such as the sums two through twelve when rolling two dice.</li> <li>▪ display all possible outcomes of an experiment in the form of lists, tables or diagrams.</li> <li>▪ name one or more missing outcomes from a given set of possible outcomes.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.7, 10.8, 10.9, 10.10</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>4.13 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>▪ <b>How can an organized list help you find all possible outcomes of an experiment?</b></li> <li>▪ <b>How can pairs of numbers help you understand the relationship between a favorable outcome and all possible outcomes?</b></li> </ul>	<p>b) use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin.</p>		<p align="center">5</p>		<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ use a pair of numbers to describe the favorable outcomes of an experiment.</li> <li>▪ conduct an experiment, gather data and use a pair of numbers to describe the outcomes.</li> <li>▪ use a pair of numbers to predict the outcome of an experiment, after conducting the first part of the experiment.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.7, 10.8, 10.9, 10.10</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>• Relations</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>4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b><u>Focus Question:</u></b></p> <ul style="list-style-type: none"> <li>How can you understand what a bar graph is telling you?</li> </ul>	<p>c) interpret bar graphs.</p>	<p>5 12</p>	<p>5</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<p> <ul style="list-style-type: none"> <li>use data and create a bar graph.</li> <li>label the graph, including the data presented, such as the value of each bar.</li> <li>read information from a graph to answer question, such as combining information, separating information, comparing information or performing arithmetic operation with the information.</li> </ul> </p>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.7, 10.8, 10.9, 10.10</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>Relations</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p>pictorial &amp; bar graphs</p>								

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<b>Measurement</b>	5.10 The student selects and uses appropriate units and procedures to measure volume.  <u><b>Focus Questions:</b></u> <ul style="list-style-type: none"> <li>▪ <b>How do you measure the volume of a solid?</b></li> </ul>	a) measure volume using [concrete] models of cubic units.		4			<div style="text-align: right; margin-bottom: 10px;">                         ✓                          T                     </div> <ul style="list-style-type: none"> <li>▪ use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume.</li> <li>▪ use a number and a unit to record the measurement.</li> <li>▪ select the appropriate units of measure based on the size of the item. use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume.</li> <li>▪ use a number and a unit to record the measurement.</li> <li>▪ select the appropriate units of measure based on the size of the item.</li> </ul>	<p><u>Mathematics Toolkit</u>                      Assessment Connection                      5.10A</p> <p>Clarifying Lesson</p> <p><u>Textbook:</u>                      3<sup>rd</sup> Grade Everyday Mathematics                      Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>TexTeam Activities</u></p> <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>5.10 The student selects and uses appropriate units and procedures to measure volume.</p> <p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>What will help you predict the volume of a solid?</b></li> </ul>	<p>b) estimate volume in cubic units.</p>	<p>not tested</p>	<p>not tested</p>			<p align="center">✓</p> <ul style="list-style-type: none"> <li>▪ use prior knowledge of measuring volume and areas of the base to estimate the volume of a solid.</li> <li>▪ use prior knowledge of measuring volume to estimate the volume of a container.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.10B</p> <p>Clarifying Lesson</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Measurement	<p>5.11 The student applies measurement concepts.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you use measurement in your everyday life?</li> <li>▪ How can measurement help you solve problems?</li> </ul>	<p>a) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area.</p>	<p align="center">4 11</p>	<p align="center">4</p>	<p align="center">no weight, no capacity</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ measure using customary units to solve problems.</li> <li>▪ measure using metric units to solve problems.</li> <li>▪ measure to find the perimeter of a shape.</li> <li>▪ measure to find the area of a shape.</li> <li>▪ choose the appropriate units for measuring the weight of objects.</li> <li>▪ choose the appropriate units for measuring the capacity of objects</li> <li>▪ solve problems involving elapsed time.</li> <li>▪ solve problems involving calculating changes in temperature.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.11A</p> <p>Clarifying Lesson "Springy Legs"</p> <p><u>Textbook:</u> 3<sup>rd</sup> Grade Everyday Mathematics Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p><u>TexTeam Activities</u></p> <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>3.15 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>▪ <b>Can you explain your plan for solving the problem?</b></li> <li>▪ <b>Could you solve your problem in another way?</b></li> <li>▪ <b>Did your solution to the problem make sense?</b></li> </ul>	<p>A)identify the mathematics in everyday situations.</p>		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 Exemplars</u></p> <ul style="list-style-type: none"> <li>• Shopping for Shoes, CD I, 3.4C</li> <li>• What's The Problem, CD I, 3.6A</li> <li>• Zeno, the Xylophone Maker, CD I, 4.12</li> <li>• A Stinky Situation, CDII, 4.11B</li> </ul>
		<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.</p>		6	✓	✓ T	✓ T		
		<p>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.</p>		5	✓	✓ T	✓ T		
		<p>D)use tools such as real objects, manipulatives; and technology to solve problems.</p>	not tested	not tested	✓	✓	✓		

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<b>Underlying Processes &amp; Mathematical Tools</b>	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"> <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>
	<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>	B)relate informal language to mathematical language and symbols.	not tested	6	>	> T	> T		

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**GT Mathematics Third Grade – 6<sup>th</sup> Six Weeks Calendar**  
**Irving Independent School District**

<p align="center"><b>TEKS</b> Knowledge &amp; Skills</p>	<p align="center"><b>Student Expectations</b> The student is expected to...</p>	<p align="center">TAAS Objective</p>	<p align="center">TAKS Objective</p>	<p align="center">Grade 2</p>	<p align="center">Grade 3</p>	<p align="center">Grade 4</p>	<p align="center"><b>Observable Behaviors</b> The student will...</p>	<p align="center"><b>Resources and Activities</b></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"><b>not tested</b></p>		<p align="center"><b>not tested</b></p>	<p align="center">reason &amp; support thinking</p>	<p align="center">✓</p>		

✓ = Objectives taught  
T = Objectives tested on TAKS