


3rd Grade Math Curriculum Bundle # 1

Title		Suggested Dates
Graphing/ Place Value		August 25 – September 11 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
Data can be collected and useful in everyday life. Place value is used to describe the value of whole numbers.	How can collecting data be useful? Why can data be displayed in more than one way? How can a graph be used to determine missing information? How do mathematicians determine the value of each digit within a number?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>3.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>3.13A Collect, organize, records, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • collect, organize, record and display data of hands-on experimental activities • create bar pictographs and bar graphs with appropriate labels of collected data displayed vertically and horizontally with consistent intervals • analyze pictographs with a key (each picture = 1 or more pieces of data) (information can be represented with half of a picture) • analyze bar graphs with a key • display data using a key 	<p><u>Math Investigations</u> <u>Surveys and Line Plots</u> Unit 2</p> <p>Investigation 1 Sessions 1-8 pages 1 – 76</p> <p>Investigation 2 Sessions 1-7 pages 82 – 120</p> <p>Investigation 3 Sessions 1-5 pages 124 – 156</p> <p>Teacher Note: Investigations has a lot of graphing lessons. Please do not feel that you have to complete each session.</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 20 Lesson 1, 3, and 4</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Class Survey #119 What’s Your Favorite Restaurant #120</p> <p><u>Kamico</u> Picture Perfect Page 277</p>
<p>3.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • read and interpret all parts of vertical and horizontal pictographs and bar graphs (labels, 	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u></p>	

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<p>3.13B Interpret information from pictographs and bar graphs.</p>	<p>keys, data)</p> <ul style="list-style-type: none"> • interpret and analyze graphs by combining given information in graphs to solve problems • interpret and analyze data to determine missing information • Make sure students see the connection between a graph and a chart. • Make sure students see why pictorial representations of information are often used in real world. Newspapers, internet, etc. 		<p>Topic 20 Lesson 2</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Pictograph #121 Complete the Bar Graph #122 Making Bar Graphs #123 Comparing the Same Data #124</p> <p><u>Kamico</u> Read Between the Lines Page 286</p>
<p>3.1The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.</p> <p>3.1A Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.</p> <p>Note: TEKS continue in the next bundle.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • distinguish the difference between a digit and a number (ex: 9 is a digit in 39 & 39 is a number) • convert, write or describe between standard and written notation (words) through 999,999 • compose/decompose numbers-convert, write, or describe between standard and expanded notation (ex. $7,094 = 7,000 + 90 + 4$) • describe place and value (ex. 31, 465 - the digit four is in the hundreds place and the value is 400) • Make sure students understand the role of “periods” in place value and how the comma separates them. • Make sure students can correctly draw the place value chart and make the connection to how you read and write numbers. • Increase use of interchangeable vocabulary (number/numeral) 	<p><u>Math Investigations</u> <u>Trading Stickers and Combining Coins</u> Unit 1</p> <p>Investigation 1 Sessions 1 pages 26 – 35</p> <p>Investigation 1 Sessions 8 pages 76 – 84</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 1 Lesson 1 – 3</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Secret Number #1 Creating Large Numbers #2 Clue Me In #4 Read It, Make It, Write It #5 Write the Number #6 Making Expanded Numbers #7 Match Makers #10</p> <p><u>Kamico</u> Sniggles the Snake Page 13</p>

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<p>3.14 The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>3.14C Select or develop an appropriate problem-solving plan or 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>	<p>Including but not limited to</p> <ul style="list-style-type: none">• Using tables to make graphs on grid paper and draw conclusions.		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 20 Lesson 6</p>
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