

3rd Grade Math Curriculum Bundle # 11

Title		Suggested Dates
Place Value/ Estimation/ Patterns/ Measurement		April 19 - May 7 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
Learn how math is used in daily life.	<p>How is place value utilized in daily life?</p> <p>How can knowing how to measure improve your life?</p> <p>When are patterns useful?</p>

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 resources. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>3.1 The 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>Including but not limited to</p> <ul style="list-style-type: none"> • 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 can correctly draw the place value chart and make the connection to how you read and write numbers. • Increase use of interchangeable vocabulary 	<p>Teacher Note: The purpose of this bundle is to prepare for the TAKS test. The resources listed on the next column are all activities that have been previously used. You may incorporate them again.</p> <p>ACCES Timeline materials will be helpful also.</p> <p>Math Investigations Texas Curriculum Unit: All Activities</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>
<p>3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.</p> <p>3.1B Use place value to compare and order whole numbers through 9,999.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • sequence number or words associated with numbers • create, identify and select a number smaller, in-between, or larger than given numbers 	<p>All Activities</p>	<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Before, After, In Between #12 Made to Order #13 Fitting In #15</p>

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			Writing Comparison Statements #16 <u>Kamico</u> What's My Number? page. 32
<p>3.5 The student estimates to determine reasonable results.</p> <p>3.5A Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.</p>	Including but not limited to <ul style="list-style-type: none"> • estimate reasonable answers by rounding before solving problem situations (single digit numbers are not rounded) • apply strategies according to real world problems such as: <ul style="list-style-type: none"> o Addition and subtraction of 2 numbers: Round to the highest place value of the smallest number used in computation (237-46 would be 240-50) 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Between and Closer To #54 Which Way Do You Round #55</p> <p><u>Kamico</u> Round and Round We Go Page 114</p>
<p>3.7 The student uses lists, tables, and charts to express patterns and relationships.</p> <p>3.7A Generate a table of paired numbers based on a real-life situation such as insects and legs</p>	Including but not limited to <ul style="list-style-type: none"> • generate a table of paired numbers based on real life applications • demonstrate work with tables (horizontal or vertical) of related number pairs that may not begin with one and/or may not be sequential • use appropriate labels for the table • give students many opportunities to determine the rule for the input/output. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Make a Table #74 Pairing Numbers #75</p> <p><u>Kamico</u> Table of W Page 152</p>
<p>3.7 The student uses lists, tables, and charts to express patterns and relationships.</p> <p>3.7B Identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.</p>	Including but not limited to <ul style="list-style-type: none"> • identify patterns in a table (vertical or horizontal) of related number pairs based on a meaningful problem • investigates the relationship between the related pair numbers • complete pattern (missing data may be at beginning, middle or end) • extend the pattern based upon the relationship observed 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Follow the Rules #76 Follow the Rules Two #77 Related Numbers #78 Table Patterns #79</p> <p><u>Kamico</u> What's Missing Page 161</p>
<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and</p>	Including but not limited to <ul style="list-style-type: none"> • identifies tools and units to measures length: • demonstrates measurement using a variety of different units and tools 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Measuring Length in Inches #95 Measuring Length in Centimeters #96</p>

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<p>weight/mass.</p> <p>3.11A Use linear measurement tools to estimate and measure lengths using standard units</p>	<ul style="list-style-type: none"> • measure using different starting point on measuring tools • recognize the difference between standard and nonstandard units • Make sure the students clearly have benchmarks established so they can make judgments of other items against that benchmark. For example: If the student knows that from any door handle to the floor is about 1 yard, then I can use that measurement to determine lengths of other objects. 		<p>How Long is a Yard #98 Formula Card Rulers #99 Guess the Length #100</p> <p><u>Kamico</u> Measurement Treasure Hunt Page 216</p> <p><u>Region 4: Making Connections with Measurement</u> Page 30 – 35</p> <p><u>Region IV Prep</u> Page 106 – 112</p>
<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</p> <p>3.11B Use standard units to find the perimeter of a shape.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identifies the correct tools to determine perimeter • customary and metric • identifies when to use perimeter in real life situations (ex: lace needed to go around the edge of the rectangular table cloth) • calculates perimeter of a shape when given a pictorial model or concrete shape 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Around the Rim #101 Draw the Shapes #102</p> <p><u>Kamico</u> Paper Perimeter Page 222</p> <p><u>Region : Making Connections with Measurement</u> Page 36 – 38</p> <p><u>Region IV Prep</u> Page 114 – 119</p>
<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</p> <p>3.11C Use concrete and pictorial models of square units to determine the area of two-dimensional surfaces.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identifies the correct tools to determine area • identifies when to use area in a real life situation (ex: the amount of carpet need to cover the square dining room) • calculates area of two-dimensional models of square units (ex: counting tiles) • identify two half units as a whole unit • Make sure students understand fractional parts and how they relate to the whole. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> It’s a Cover Up #103 Area and Perimeter of Irregular Shapes #104 Build the Shape, Find the Area #105 The Area Is #106</p> <p><u>Kamico</u> Area Encounter Page 229</p>

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			<u>Region IV Prep</u> Page 114 – 119
3.14 The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. 3.14B Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	Including but not limited to • Using reasonableness to choose the correct solution to a word problem.		