

3rd Grade Math Curriculum Bundle # 4

Title	Suggested Dates
Estimation/ Money/ Temperature/ Time	October 26 - November 13 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
Explore how estimation is used in daily life. How to apply measurement skills in different situations?	How is estimation used in daily life? How do we apply estimation in different situations? When is an estimate better than an actual answer? Note: The above three questions are building from bundle 3. How is place value used when counting money? How is measurement used in everyday life? How can knowing how to measure improve your life?

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>3.5 The student estimates to determine reasonable results.</p> <p>3.5B Use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.</p> <p><i>Note: This is a continuation from Bundle 3</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • estimate solutions to addition and subtraction of problems • emphasize estimating before solving problem situations • use the strategy of rounding in addition and subtraction <ul style="list-style-type: none"> o round before computation in real life situations o do not round numbers that are single digits o round to the highest place value of the smallest number used in computation <p>Ex: $376 + 68 = 380 + 70$ Ex: $376 - 98 = 380 - 100$</p> <ul style="list-style-type: none"> • estimate reasonable answers by rounding 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 4 Lesson 2 – 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Estimation Vocabulary #58 My Difference is Close To #59 Target Numbers #60 Estimating Sums and Differences #61 Estimating Solutions #63</p>

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	<p>before solving problem situations (single digit numbers are not rounded)</p> <ul style="list-style-type: none"> • use the strategy of compatible numbers in addition and subtraction <ul style="list-style-type: none"> o numbers that are easy to compute mentally (do not always end in 0) Ex: $25 + 46 + 75$ could be $(25 + 75) + 46 = 146$ •Ex: $78 + 96$ could be $78 + 100$ or $75 + 100$ o relate answers to a range of numbers or a number less than or greater than a given value <ul style="list-style-type: none"> • Ex: greater than 70, between 30 and 50, or less than 70, etc. 		<p><u>Kamico</u> Spinning Around page 118 It's A Close Call page 122</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>3.1C Determine the value of a collection of coins and bills.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • represent currency in various way such as: <ul style="list-style-type: none"> o Penny \$0.01, 1¢, 1 cent o Nickel \$0.05, 5¢, 5 cents o Dime \$0.10, 10¢, 10 cents o Quarter \$0.25, 25¢, 25 cents o Half-dollar \$0.50 50¢, 50 cents o Dollar bills \$1, \$5, \$10 and \$20 • determine value of collections up to a dollar and greater than one dollar (mixed coins, mixed bills only, and mixed coins and mixed bills) • recognize coins from the front or back of the coin •students create an organizational plan for counting currency • recognize dollar coin • construct and represent same amount in various ways 	<p><u>Math Investigations</u> <u>Trading Stickers, Combining Coins</u> Unit 1</p> <p>Investigation 1 Session 6 pages 65 – 70</p> <p>Investigation 2 Session 4 pages 116 – 120</p> <p><u>How Many Hundreds? How Many Miles</u> Unit 8</p> <p>Investigation 3 Sessions 4 – 5 pages 123 – 131</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 1 Lesson 6</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Show it Another Way #17 Make it More, Make it Less #18 Show Me the Money #19 How Many Ways Can You Show the Total #20 Match the Money Amounts #23 Money Booklet #1 How Much Do I Have Left #2</p> <p><u>Kamico</u> Nick's Pocket Change Page 37</p> <p><u>Region IV Prep</u> page 17-21</p>
<p>3.12 The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.</p> <p>3.12A Use a thermometer to measure temperature</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • conduct hands-on experiments measuring various temperatures • describe the temperatures using the appropriate label of Fahrenheit degrees 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 19 Lesson 3</p>

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	<ul style="list-style-type: none"> • associate thermometer with a number line and understands that the increments may vary on different thermometers (can vary by increments of 1, 2, 5, 10 etc) 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Measuring Temperatures #113 What's the Temperature #114</p> <p><u>Kamico</u> What's My Temperature? Page 255</p> <p><u>Region 4: Making Connections with Measurements</u> page 110 - 136</p> <p><u>Region IV Prep</u> page 121 – 128</p>
<p>3.12 The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.</p> <p>3.12B Tell and write time shown on analog and digital clocks.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • tells time to the minute • recognizes time shown on a clock between two given times • write time using words and numbers <ul style="list-style-type: none"> ○ quarter to five ○ quarter until five ○ 4:45 ○ four forty-five ○ fifteen minutes until five 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 19 Lessons 1 – 2</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> In Between Times #107 What Time Is It? #108 Comparing Digital and Analog Clocks #109 Telling Time in Different Way #112</p> <p><u>Kamico</u> Be A Terrific Time Teller! Page 270</p> <p><u>Region IV Prep</u> Page 129 – 136</p>