

3rd Grade Math Curriculum Bundle # 9

Title		Suggested Dates
Division/ Geometry		February 22 – March 12 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
Explore the relationship between multiplication and addition. Explore to understand the basic concepts of geometry as related to the real world.	How are multiplication and addition related? How can an array model be used to represent multiplication? How can multiplication be used in daily life? Note: The 3 questions above are building from bundle #8. What attributes are related to 2-D figures? What attributes are related to 3-D figures? What are the differences between 2-D and 3-D shapes?

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>3.4 The student recognizes and solves problems in multiplication and division situations.</p> <p>3.4C Use models to solve division problems and use number sentences to record the solutions.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • understands that division represents sharing equally or forming equal groups • use various strategies to solve problems involving division(1 digit divisor and 2 digit dividends) using various strategies • create number sentences that represent their models 	<p>Math Investigations <u>Equal Groups</u> Unit 5</p> <p>Investigation 4 Session 1 pages 116 – 143</p>	<p>Whole Group Lesson</p> <p><u>Envision</u> Topic 10 Lessons 1 – 3</p> <p>Small Group</p> <p><u>AIRR</u> Understanding the Operations #50 How are Multiplication Division Related #51 Sharing Counters #52 Relate Multiplication Division #53</p>

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			<u>Kamico</u> 3-D Vision Page 99 Domino Dividends Page 104
<p>3.8 The student uses formal geometric vocabulary.</p> <p>3.8A Identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three dimensional figures, or both by their attributes using formal geometric vocabulary.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify, classify, and describe attributes of two-and three-dimensional figures when given a variety of models, everyday objects • compare and contrast two-dimensional figures, three-dimensional figures or both according to attributes describing similarities and differences using formal geometric vocabulary • Identify the number of vertices, faces and edges in three-dimensional figures 	<p>Math Investigations <u>Solids and Boxes</u> Unit 9</p> <p>Investigation 1 Sessions 1 – 5 pages 22 – 46</p> <p>Investigation 2 Sessions 1 – 5 pages 51 – 63</p> <p>Investigation 3 Sessions 1 – 5 pages 68 – 94</p> <p><u>Perimeter, Angles, and Area</u> Unit 4</p> <p>Investigation 3 Sessions 1 – 3 pages 104 – 128</p> <p>Investigation 3 Session 5 pages 129 – 133</p>	<p><u>Whole Group Lesson</u></p> <p><u>Envision</u> Topic 14 Lessons 14-1 – 5, and 7</p> <p><u>Small Group</u></p> <p><u>AIRR</u> Name That Solid #80 Name That Shape #81 Can You Describe the Shape #82 Geometry Vocabulary Booklet #83 Guess and Draw #85</p> <p><u>Kamico</u> Figure It Out Page 172</p> <p><u>Region IV Prep</u> Page 77 – 81</p>
<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>3.14A Identify the mathematics in everyday situations.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • students identify real world geometric shapes in the classroom and surrounding areas • list and identify how real world geometric shapes relate and connect to the objects the students work with in the classroom 		<p><u>Small Group</u></p> <p><u>Navigating Through Geometry</u> Build What I've Created Pg. 11-14</p>