

Subject	Grade	Strand	Big Idea	
Math			Rationale, Course Description, Most Important Learner Outcomes, and Evaluation	View
Math	3	Numbers and Operation	Numbers and Operation 1A	View
Math	3	Numbers and Operation	Numbers and Operation 1B	View
Math	3	Numbers and Operation	Numbers and Operation 1C	View
Math	3	Numbers and Operation	Numbers and Operation 1D	View
Math	3	Numbers and Operation	Numbers and Operation 2A	View
Math	3	Numbers and Operation	Numbers and Operation 2B	View
Math	3	Numbers and Operation	Numbers and Operation 2C	View
Math	3	Numbers and Operation	Numbers and Operation 3B	View
Math	3	Numbers and Operation	Numbers and Operation 3C	View
Math	3	Numbers and Operation	Numbers and Operation 3D	View
Math	3	Algebraic Relationships	Algebraic Relationships 1A	View
Math	3	Algebraic Relationships	Algebraic Relationships 1B	View
Math	3	Algebraic Relationships	Algebraic Relationships 2A	View
Math	3	Algebraic Relationships	Algebraic Relationships 2B	View
Math	3	Algebraic Relationships	Algebraic Relationships 3A	View
Math	3	Algebraic Relationships	Algebraic Relationships 4A	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 1A	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 1C	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 2A	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 3A	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 3C	View

Math	3	Measurement	Measurement 1A	View
Math	3	Measurement	Measurement 1C	View
Math	3	Measurement	Measurement 1D	View
Math	3	Measurement	Measurement 2A	View
Math	3	Measurement	Measurement 2C	View
Math	3	Data and Probability	Data and Probability 1A	View
Math	3	Data and Probability	Data and Probability 1C	View
Math	3	Data and Probability	Data and Probability 2A	View
Math	3	Data and Probability	Data and Probability 3A	View

Rational

The basics for a good mathematical environment involves creating an atmosphere based on learning styles of individual students to be confident in his or her own ability to do mathematics and make connections across the disciplines as applies to his or her daily living.

Course Description

The third grade mathematics course will develop students who are confident in their mathematics skills through written and hands on practice. The course will include the development of geometry, spatial relationships, patterning, numerals, addition, subtraction, multiplication, division, measurement, money, time, and graphs in preparation for a strong math foundation.

Most Important Learner Outcomes

Students will be able to:

1. Identify and write commonly used fractions
2. Add and subtract three digit numbers with and without regrouping.
3. Compare two and three-dimensional shapes by comparing their attributes.
4. Compute multiplication and division facts fluently.
5. Identify and justify the appropriate unit of measure(linear, time, weight, money)
6. Construct, read, and interpret displays of data using graphs and charts.
7. Extend geometric shapes and patterns.

Evaluation

Third grade students are evaluated by teacher observations, journals, teacher made test, and textbook test.

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Numbers and Operations

Duration: 1 Week

Show-Me Standards Content: MA 1
Show-Me Standards Process:1.10

Grade Level Expectations: NO 1A

Benchmarks:

1. Understand numbers,
2. Representing numbers,
3. Relationships among numbers
4. Number systems.

Performance Indicators(Local Objective):

1. Read, write and compare whole numbers up to 3 digits.

Activities:

1. Review place value in ones, tens, and hundreds place.
2. Practice problems as a group on class board and individual boards. (Place greater than, less than, or equal to signs between given numbers.
3. Students will write 3-digit numbers as the teacher verbally calls them out.
4. Students will read a given 3-digit number.
5. Students will sequence numbers from least to greatest and from greatest to least.
6. Review vocabulary of position words. (Front, behind, before, after, etc.)
7. Have students locate books in the classroom and LRC that have 100, 200,500, etc pages.
8. Identify missing numbers in a pattern.
9. Students will complete assignments from a third grade textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students locate a page number in a text book? Can students use proper vocabulary when describing the location of a number?
2. Chapter Test- Students will order numbers from least to greatest and greatest to least, place the correct sign between a given set of numbers, write a 3-digit number, read 3-digit numbers.

Resources:

1. Base ten blocks
2. Smart Board Activities
3. Whiteboards
4. McGraw-Hill Text Book
5. Practice workbook pages.

Websites

1. <http://www.jmathpage.com>

2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Numbers and Operations

Duration: 1 Week

Show-Me Standards Content: MA 1

Show-Me Standards Process: 1.10

Grade Level Expectations: NO1B

Benchmarks:

1. Understand numbers,
2. Representing numbers,
3. Relationships among numbers
4. Number systems.

Performance Indicators(Local Objective):

1. Represent commonly used fractions: halves, thirds, and fourths.

Activities:

1. Have students brainstorm solutions to different situations of having to share a Hershey's Bar. Students will divide the candy and see if they came out with equal or fair solutions. This activity will be used as an opener to fractions.
2. Discuss fractions and vocabulary (numerator and denominator)
3. Have students divide objects into halves, thirds, and fourth.
4. Students will identify and labels fractions in halves, thirds and fourths.
5. Use the students as objects, create human fractions.
6. Discuss fractions that can be found in real life (pizza slices) Have students go on a fraction walk around the school. (cafeteria- apple halves)
7. Computer activity. (Interactive Math- fraction naming, parts of a whole, and visualizing)
8. Students will complete assignments from a third grade level textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students correctly divide objects into halves, thirds, and fourths? Do students use the correct vocabulary when discussing fractions?
2. Give each student a word problem and have them come up with a solution for diving objects into equal groups.
3. Chapter Test- Students will identify fractions in halves, thirds, and fourths.

Resources:

1. Fraction circles
2. Fraction Blocks
3. White Boards
4. McGraw-Hill Text Book
5. Practice workbook pages
6. Smart Board Activities

Web Sites:

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Numbers and Operations

Duration: 1 Week

Show-Me Standards Content: MA 1

Show-Me Standards Process: 3.6

Grade Level Expectations: NO1C

Benchmarks:

1. Understand numbers,
2. Representing numbers,
3. Relationships among numbers
4. Number systems.

Performance Indicators(Local Objective):

1. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.

Activities:

1. Review fact families for addition and subtraction.
2. Practice ways to add and subtract numbers to come up with a given sum or difference.
3. Have students use coins to come up with different coin combinations for one sum of money. (4quarters, 10 dimes, 20 nickels)
4. Have students use a grocery add and pick out an item they would like to buy. Have students list different combinations that would be possible to use.
5. Students will complete timed Mad Minute math drills.
6. Students will improve time on addition and subtraction fact by practicing flash cards and math drills on Math Magician.
7. Students will complete assignments from a third grade level textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students correctly compose and decompose numbers?
2. Students will complete Mad Minute Math Drills in the time allowed by the teacher.
3. Chapter Test- Students will compose and decompose numbers by recognizing equivalent representations for the same number.

Resources:

1. Mad Minutes
2. White Board
3. McGraw-Hill Text Book
4. Practice workbook pages

Web Sites:

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Numbers and Operations	Duration: 1 Week
Show-Me Standards Content: MA 1 Show-Me Standards Process: 1.10	
Grade Level Expectations: NO1D	
Benchmarks: <ol style="list-style-type: none"> 1. Understand numbers, 2. Representing numbers, 3. Relationships among numbers 4. Number systems. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Classify numbers by their characteristics, including odd and even.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Students review even and odd numbers. 2. Count by evens and odds. 3. Divide objects into even and odd groups. 4. Counts letters in words and names, decide if they are even or odd. 5. Review students' birthdays, decide if they were born on an even or odd day and year. 6. Go on a number hunt. Students will record numbers they find and place them in the even or odd column on their paper. 7. Classify numbers by the number of digits. 8. Sort numbers by common factors in the ones, tens, and hundreds columns. 9. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Do the students have a clear understanding of classifying numbers? Can they recognize and count by even and odd numbers? 2. Have students locate words in the room with even and odd numbers of letters. 3. Have students create even and odd numbers. 4. Chapter Test- Students will determine different characteristics of numbers. Students will determine if numbers are even or odd. <p style="text-align: center;">Resources:</p> <ol style="list-style-type: none"> 1. Base ten blocks 2. McGraw-Hill Text Book 3. Practice workbook pages 4. Smart Board Activities <p style="text-align: center;">Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Numbers and Operations	Duration: 1 Week
Show-Me Standards Content: MA 1 Show-Me Standards Process: 1.6, 1.10	
Grade Level Expectations: NO2A	
Benchmarks: <ol style="list-style-type: none"> 1. Understand numbers, 2. Representing numbers, 3. Relationships among numbers 4. Number systems. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Represent a given situation involving multiplication.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Connect multiplication to repeated addition. Show students examples of this with pictures. 2. Have students write addition and multiplication problems to refer to a given picture. 3. Have students turn themselves into multiplication problems. 4. Locate possible multiplication problems around the room. (5 boxes of 10 markers) 5. Have students draw pictures to refer to a given addition and multiplication problem. 6. Have students participate in 3 Minute Math timed quiz. 7. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observation- Are students making a connection between repeated addition and multiplication? Can students represent multiplications and repeated addition by drawing pictures. 2. Have students journal to explain how multiplication can be used to solve problems. 3. Chapter Test- Students will recognize the correlation between addition and multiplication. Students will show how multiplication can be used to represent addition of a repetitive number. 	
<p style="text-align: center;">Resources:</p> <ol style="list-style-type: none"> 1. McGraw-Hill Text Book 2. Practice work book pages 3. Smart Board Activities 4. Three Minute Math Sheets <p style="text-align: center;">Web Sites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Numbers and Operations

Duration: 1 Week

Show-Me Standards Content: MA 1

Show-Me Standards Process: 3.4, 4.1

Grade Level Expectations: NO2B

Benchmarks:

1. Understand meanings of operations and how they relate to one another.

Performance Indicators(Local Objective):

1. Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.

Activities:

1. Review fact families and inverse operations and how they relate to addition and subtraction.
2. Have students use themselves to make addition and subtraction facts.
3. Have student practice writing fact families as a group and finding the missing equation in a fact family.
4. Teach students to check their answers by doing the opposite operation.
5. Practice addition and subtraction facts and then check by doing opposite operations.
6. Students will complete assignments from a third level textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students write fact families from a set of three given digits?
2. Chapter Test- Students will complete addition and subtraction problems. Students will complete fact families. Students will check answers to math problems by doing opposite operations.

Resources:

1. White boards
2. McGraw-Hill Text Book
3. Practice Work sheet pages
4. Smart Board Activities

Websites

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Numbers and Operations	Duration: Teach- 1 Month, Review- All Year
Show-Me Standards Content: MA 1 Show-Me Standards Process: 1.6	
Grade Level Expectations: NO3B	
Benchmarks: <ol style="list-style-type: none"> 1. Compute fluently and make reasonable estimates 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Develop fluency with basic number relationships (12x12) of multiplication and division.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Develop students' understanding of multiplication by drawing pictures of adding a repetitive number. 2. Locate and discuss items that you would multiply to quickly find out how many. (6 pair of socks in a pack $6 \times 2 = 12$ socks) 3. Teach multiplication facts 0- 12 and division problems 0-12. 3. Teach students to find the answers to multiplication and division problems by using a multiplication chart and skip counting. 4. Students should practice their facts with flash cards and paper pencil tasks. 5. Practice facts on the computer. (Math Magician) 6. Students will practice Three Minute Math to develop speed and memorization of facts. 7. Multiplication and division speed games. 8. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Can students use methods taught to them to solve multiplication and division problems? 2. Students will complete timed test for both multiplication and division problems where they will be expected to complete 100 problems in 5 minutes. 3. Chapter Test- Students will complete simple multiplication and division problems. 	
<p style="text-align: center;">Resources:</p> <ol style="list-style-type: none"> 1. White boards 2. Smart Board Activities 3. Multiplication charts 4. Three Minute Math Sheets 5. Flash cards 6. McGraw-Hill Text Book 7. Practice Worksheets <p style="text-align: center;">Web Sites:</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

<p style="text-align: center;">Phelps County R-3 School</p>	<p>Board Approved Date: Modification Date:</p>
<p>Subject: Mathematics</p>	<p>Class Name: 3rd Grade Mathematics</p>
<p>Unit: Numbers and Operations</p>	<p>Duration: 2 Weeks</p>
<p>Show-Me Standards Content: MA 5 Show-Me Standards Process: 3.3, 4.1</p>	
<p>Grade Level Expectations: NO3C</p>	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Compute fluently and make reasonable estimates 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Apply and describe the strategy used to compute up to a 3-digit addition or subtraction problem.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Model addition and subtraction problems for students using the white board and Smart Board. 2. Discuss why someone would need to know how to add and subtract 3-digit numbers. (budget, feed need to feed cattle, # of sodas for a big party.) 3. Using a grocery add, have students pick out items to buy with a pretend \$10.00. Students should add up different combinations of items. 4. Have students practice problems on the classroom board and individual white boards. 5. Pair students with a partner and work though given addition and subtraction problems together and self checking. 6. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Can students correctly complete 3-digit addition and subtraction problems? Do students self check their work to find mistakes? 2. Chapter Test- Students will complete and then self check 3-digit addition and subtraction problems. 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. White boards 2. Smart Board Activities 3. McGraw-Hill Text Book 4. Practice work sheets <p style="text-align: center;">Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Numbers and Operations	Duration: 1 Week
Show-Me Standards Content: MA 1 Show-Me Standards Process: 3.3, 4.1	
Grade Level Expectations: NO3D	
Benchmarks: <ol style="list-style-type: none"> 1. Compute fluently and make reasonable estimates 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Estimate and justify the results of addition and subtraction of whole numbers.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Model estimation and discuss the benefits of estimating to check for reasonable answers. 2. Students will practice rounding numbers on the white board, Smartboard, and on paper. 3. When given two numbers, students will round to the nearest ten or hundred, and add to find the sum. 4. Students will practice adding and then checking with estimation. 5. Discuss when it would be ok to estimate (party, distance in a car) and when it is not (medicine to take, baking, check book) 6. Have students make estimations of items around the school. (milk in fridge, trees on playground, students in 2nd and 3rd grade) 7. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observation- Can students correctly decide to round up or down to the nearest ten or hundred? 2. Chapter Test- Students will estimate the results of addition and subtraction. Students will check their answer by doing the opposite operation. 	
<p style="text-align: center;">Resources:</p> <ol style="list-style-type: none"> 1. White boards 2. Smart Board Activities 3. McGraw-Hill Text Book 4. Practice Workbook pages <p style="text-align: center;">Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School

Modification Date:
Board Approved Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Algebraic Relationships

Duration: 1 Week

Show-Me Standards Content: MA 4

Show-Me Standards Process: 1.6

Grade Level Expectations: AR1A

Benchmarks:

1. Understands patterns, relationships, and functions.

Performance Indicators(Local Objective):

1. Extend geometric (shapes) and numeric patterns to find the next term.

Activities:

1. Review patterns with students.
2. Have students create patterns using geometric shapes. Students will trade patterns with each other and predict the next shape in the pattern.
3. Practice as a group writing patterns using numbers. Discuss how to find the next number to complete the pattern.
4. Practice finding the missing factor in the patterns.
5. Have students identify patterns around the school, from pictures, or home. (wallpaper, books, etc)
6. Smart Board activity- (Interactive Math- number patterns and color patterns)
7. Students will complete assignments from a third grade level textbook as determined by the teacher.

Assessments:

1. Teacher Observation- Can students identify a geometric pattern and a numeric pattern? Can students explain how to find the next number in a numeric pattern?
2. Students will create a pattern for a classmate to solve and include an answer key.
3. Students will solve a pattern given to them by a classmate.
4. Chapter Test- Students will identify both geometric and numeric patterns. Students will find the next term in both geometric and numeric patterns.

Resources:

1. White board
2. Smart Board
3. McGraw-Hill Text Book
4. Practice Workbook pages

Web Sites:

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Algebraic Relationships	Duration: 1 Week
Show-Me Standards Content: MA 4 Show-Me Standards Process: 3.6	
Grade Level Expectations: AR1B	
Benchmarks: <ol style="list-style-type: none"> 1. Understands patterns, relationships, and functions. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Represent patterns using words, tables or graphs.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Discuss the use of graphs and tables and look at examples. 2. Discuss important vocabulary. (increase, decrease, maintain, trend) 3. Have students write a pattern and have the class decide if it is increasing or decreasing. 4. Have students identify patterns and explain them in words, create bar graphs and line graphs, and tables. 5. Have students identify a graph or table that correctly represents a pattern. 6. Have students use M&M's or Fruit Loops to complete a tally chart, line plot, pictograph, and bar graph. 7. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observation- Can students identify a pattern in a graph or table? Can students verbally describe a pattern? 2. Create a table to show a numeric pattern increase or decrease. 3. Chapter Test- Students will read tables and graphs to determine patterns. Students will use words, tables, and graphs to represent patterns. 	
<p style="text-align: center;">Resources:</p> <ol style="list-style-type: none"> 1. White board 2. Graphs 3. Smart Board Activities 4. McGraw-Hill Text Book 5. Practice workbook pages <p style="text-align: center;">Web Sites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School

Modification Date:
Board Approved Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Algebraic Relationships

Duration: 1 Week

Show-Me Standards Content: MA 4
Show-Me Standards Process: 1.6, 3.1

Grade Level Expectations: AR2A

Benchmarks:

1. Represent and analyze mathematical situations and structures using algebraic systems.

Performance Indicators(Local Objective):

2. Represent a mathematical situation as an expression or number sentence.

Activities:

1. Discuss the terms number sentence and expression. Discuss how they are alike and different.
2. Model how to create number sentences and expressions using word problems.
3. Have students act out number sentences and expression.
4. Have students draw out pictures to represent a given number sentence or expression.
5. Have students practice creating expressions and word problems on the whiteboard, Smart Board, and on paper.
6. Students will create a mathematical situation and a number sentence or expression.
7. Students will complete assignments from a third grade level textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students correctly create a number sentence and expression to represent a given mathematical situation?
2. Students will explain the difference between an expression and a number sentence. They will also show an example of both.
3. Chapter Test- Students will create both expressions and number sentences. Students will represent a mathematical situation as an expression or number sentence.

Resources:

1. White board
2. Smart Board Activities
3. McGraw-Hill Text Book
4. Practice workbook pages

Websites

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School

Modification Date:
Board Approved Date:

Subject: Mathematics

**Class Name: 3rd Grade
Mathematics**

Unit: Algebraic Relationships

Duration: 1 Week

Show-Me Standards Content: MA 5

Show-Me Standards Process: 3.1

Grade Level Expectations: AR2B

Benchmarks:

1. Represent and analyze mathematical situations and structures using algebraic systems.

Performance Indicators(Local Objective):

1. Apply the commutative property to addition of whole numbers.

Activities:

1. Discuss commutative property and show examples.
2. Using the commutative property, students will have human expressions to represent different situations.
3. Have students use the commutative property to solve addition word problems.
4. Students will practice solving problems with the commutative property on the white board.
5. Students will practice addition facts using flashcards.
6. Practice facts on the Smart Board and using Web Based resources.
7. Students will complete assignments from a third grade textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students apply the commutative property to solve addition facts quickly?
2. Chapter Test- Students will recognize the commutative property of addition. Students will apply the commutative property to addition of whole numbers.

Resources:

1. White boards
2. Smart Board Activities
3. Flash Cards
4. McGraw-Hill Text Book
5. Practice workbook pages

Web Sites:

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Algebraic Relationships	Duration: 4 Weeks
Show-Me Standards Content: MA 4 Show-Me Standards Process: 1.6, 3.6	
Grade Level Expectations: AR3A	
Benchmarks: <ul style="list-style-type: none"> • Use mathematical models to represent and understand quantitative relationships. 	Performance Indicators(local Objective): <ol style="list-style-type: none"> 1. Model problem situations, including multiplication with objects or drawings.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Instruct students on keys words to locate when reading and solving word problems. (in all, difference, how many more, etc) 2. Model word problems for students by picking out key words and drawing a picture to help solve the problem. 3. Have students act out problems of real life situations. (20 kids are in the class and 5 leave for the restroom.) 4. Students will practice finding key words and drawing pictures or using objects to better understand and solve word problems on the white board. 5. Students should practice word problems in small groups and on the board. 6. Students will complete assignment from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observation- Teacher will monitor students understanding by questioning them and reviewing their work. 2. Students will be given an addition, subtraction, multiplication, and division word problems to solve by drawing a picture to represent the given situation. 3. Chapter Tests- Students will pick out key word to identify which operation should be used to complete the word problem. Students will draw pictures to represent a given problem. 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. White boards 2. Smart Board Activities 3. McGraw-Hill Text Book 4. Practice worksheet pages <p style="text-align: center;">Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Algebraic Relationships	Duration: 2 Days
Show-Me Standards Content: MA 4 Show-Me Standards Process: 4.1	
Grade Level Expectations: AR4A	
Benchmarks: <ul style="list-style-type: none"> • Analyze change in various contexts. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Describe quantitative change, such as students growing 2 inches in a year.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Describe a quantitative change and give multiple examples. 2. Show pictures of quantitative change. (plant's growth, child growing) 3. Students will measure themselves and make predictions for their future growth. Measure each quarter and record the data. 4. Plant a flower. Students will make predict the growth of the flower at 1 week, 2 weeks, 3weeks, 4 weeks, and 5 weeks. Measure plant every week for 5 weeks and compare the results to students' prediction. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Do students show a clear understanding of quantitative change? 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. McGraw-Hill Text Book 2. Smart Board Activities <p>Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Missing:

Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 1A	View
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Green Forest R-2 School

Modification Date: August 15, 2006
Board Approved Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Geometric and Spatial Relationships

Duration: 1 Week

Show-Me Standards Content: MA 2
Show-Me Standards Process: 1.6, 4.1

Grade Level Expectations: GSR1C

Benchmarks:

- Analyze characteristics and properties of two- and three-dimensional geometric shapes
- Develop mathematical arguments about geometric relationships.

Performance Indicators(Local Objective):

1. Predict the results of putting together or taking apart 2- and 3- dimensional shapes.

Activities:

1. Review 2- and 3-dimensional objects by having students identify and name them.
2. Teach students to look at 2-and 3-dimensional objects from different perspectives.
3. Have students practice drawing and tracing around the shapes from different perspectives.
4. Have students explore with the 2-and 3-dimensional shapes to build different figures.
5. Have students practice putting shapes together by verbally giving them two and three shapes to draw pictures of what they would look like combined. (tissue box and basket ball.)
6. Use a Smart Board Activity to demonstrate the results of combining 2-and 3- dimensional shapes.
7. Students will complete assignments from a third grade level textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students recognize 2- and 3- dimensional objects? Can students identify what it looks like to combine multiple shapes?
2. Students will be shown three individual shapes and will draw a model of what they would look like if they were combined.
3. Chapter Test- Students will identify 2-and 3- dimensional shapes. Students will correctly choose a picture showing a given shape from multiple perspectives. Students will correctly choose pictures to show how 2- and 3- dimensional shapes would appear if they were combined.

Resources:

1. White board
2. Smart Board Activity
3. 2-and 3-dimensional shapes
4. McGraw-Hill Text Book
5. Practice Workbook pages

Websites

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Missing:

Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 3A	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 2A	View
Math	3	Geometric and Spatial Relationships	Geometric and Spatial Relationships 3C	View
Math	3	Measurement	Measurement 1A	View

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Measurement	Duration: 1 Week
Show-Me Standards Content: MA 2 Show-Me Standards Process: 3.3	
Grade Level Expectations: M1C	
Benchmarks: <ul style="list-style-type: none"> • Understand measurable attributes of objects and the units, systems and processes of measurement. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Tell time to the nearest five minutes.
Activities: <ol style="list-style-type: none"> 1. Review the hands on the clock and the job of each. 2. Students will use hands on clocks to practice telling time to the hour. 3. Students will count by fives around the clock while moving the minute hand. 4. Students will be shown a clock and will practice telling time to the nearest five minutes. 5. Students will use flash cards in small groups to practice telling time. 6. Have students use our class schedule and clock to alert the teacher when it is time to switch activities. (Go to P.E. , music) 7. Students will practice telling time on an appropriate third grade level Smart Board activity. 8. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Can students move the hands of the clock to make it read a given time? Can the student tell time to the nearest five minutes with little difficulty? 2. Chapter Test- Students will place hands on the clock to make it show a given time. Students will tell time to the hour and the nearest five minutes. 	
Resources: <ol style="list-style-type: none"> 1. Clocks 2. White boards 3. Smart Board Activity 4. McGraw-Hill Text Book 5. Practice workbook pages <p style="text-align: center;">Web Sites:</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 3. 	

Phelps County R-3 School

Modification Date:
Board Approved Date:

Subject: Mathematics

Class Name: 3rd Grade Mathematics

Unit: Measurement

Duration: 2 Weeks

Show-Me Standards Content: MA

Show-Me Standards Process:

Grade Level Expectations: M1D

Benchmarks:

- Understand measurable attributes of objects and the units, systems and processes of measurement.

Performance Indicators(Local Objective):

1. Determine change from \$5.00 and add and subtract money values to \$5.00.

Activities:

1. Review the value and names of money with the students.
2. Students will review how many of each coin it takes to make a dollar.
3. Students will practice counting a given amount of money up to \$5.00 using play money.
4. The teacher will model for students a variety of ways to count change. (Use subtraction, count backwards, etc)
5. Students will practice the methods of counting change in small and large groups.
6. Students will be shown an object and its value. The students will then make the correct change from a five dollar bill.
7. Smart Board and Computer activity. (Interactive Math- money)
8. Students will complete assignments from a third grade level textbook as determined by the teacher.

Assessments:

1. Teacher Observations- Can students use at least one of the ways shown to them to count change?
2. Students will be assessed by the teacher one-on-one. Each student will be given an object of a value less than five dollars and count out the correct change.
3. Chapter Test- Students will count money up to the value of \$5.00. Students will count out change up to the value of \$5.00.

Resources:

1. White boards
2. Smart Board Activity
3. Pretend money
4. McGraw-Hill Text Book
5. Practice workbook pages

Web Sites:

1. <http://www.jmathpage.com>
2. <http://www.mrnussbaum.com/mathgames.htm>

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Measurement	Duration: 1 Week
Show-Me Standards Content: MA 2 Show-Me Standards Process: 1.6, 3.3	
Grade Level Expectations: M2A	
Benchmarks: <ul style="list-style-type: none"> • Apply appropriate techniques, tools and formulas to determine measurements. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Use a referent for measures to make comparisons and estimates.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Students will review estimations and practice making reasonable estimations. 2. Students will estimate and then measure objects using unconventional forms of measurement. (popsicles sticks, paper clips, pencils) 3. Students will make new predictions after doing the first set of measurements. (Example- the room is 100 popsicles sticks long, so the room is 300 paperclips long) 4. Students will complete assignments from a third grade textbook as determined by the teacher. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Can students make reasonable estimation using background knowledge? 2. Chapter Test- Students will use a referent for measure to make comparisons and estimates. (linear, capacity, weight) 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. Smart Board Activity 2. McGraw-Hill Text Book 3. Practice workbook pages <p>Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Measurement	Duration: 1 Week
Show-Me Standards Content: MA 2 Show-Me Standards Process: 1.10	
Grade Level Expectations: M2C	
Benchmarks: <ul style="list-style-type: none"> • Apply appropriate techniques, tools and formulas to determine measurements. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Determine the perimeter of polygons.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Discuss vocabulary. (perimeter) 2. The teacher will demonstrate how to find the perimeter of a polygon on the board or Smart Board. 3. Have the students brainstorm objects in real life that are important to be able to find the perimeter of (fence, garden, house, etc) 4. Activity- Students will construct a table to record their data as modeled by the teacher. Then, students will estimate how many paper clips and toothpicks in the perimeter of their math book. Students will check their estimations with paper clips and toothpicks and record their findings. 5. Students will practice finding the perimeter of shapes on the white board or Smart Board. 6. Students will measure objects around the room and find their perimeters. 7. Computer activity- Interactive math- Geo-board. 8. Students will complete assignments from a third grade level textbook as determined by the teacher. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Does the student have a good understanding of perimeter and what it is used for? Can the student find the perimeter of a polygon? 2. Students will draw a picture of a garden that has a given perimeter as determined by the teacher. (example 30 inches) 3. Chapter Test- Students will estimate and find the perimeter of polygons. 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. White board 2. Smart Board Activity 3. Objects to measure 4. McGraw-Hill Text Book 5. Practice workbook pages <p style="text-align: center;">Web Sites:</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 3. 	

Phelps County R-3 School	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Data and Probability	Duration: 1 Week
Show-Me Standards Content: MA 3	
Show-Me Standards Process: 1.2	
Grade Level Expectations: DP1A	
Benchmarks: <ul style="list-style-type: none"> • Formulate questions that can be addressed with data and collect • Organize and display relevant data to answer them. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Design investigations to address a given question.
Activities:	
<ol style="list-style-type: none"> 1. Discuss investigations. 2. The teacher and class will decide on a question they want answered and set up a survey to find the answer. (Example- What is the most popular pet in third grade?) The students will complete the survey as a class and turn their data into a tally chart. 3. Students will design an investigation in small groups and complete a survey to answer their questions. 	
Assessments:	
<ol style="list-style-type: none"> 1. Teacher Observations- Can students choose a question that can be answered by an investigation? Can students find the answer to their question by giving a survey and correctly recording their data? 	
Resources:	
<ol style="list-style-type: none"> 1. Smart Board Activity 2. McGraw-Hill Text Book 3. Practice workbook pages 4. Math Manipulative 	
Websites	
<ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Phelps County R-3	Modification Date: Board Approved Date:
Subject: Mathematics	Class Name: 3rd Grade Mathematics
Unit: Data and Probability	Duration: 2 Weeks
Show-Me Standards Content: MA 3 Show-Me Standards Process: 1.8	
Grade Level Expectations: DP1C	
Benchmarks: <ul style="list-style-type: none"> • Formulate questions that can be addressed with data • Collect, organize and display relevant data to answer them. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Read and interpret information from line plots and graphs (bar, line, pictorial)
<p>Activities:</p> <ol style="list-style-type: none"> 1. Discuss different ways of recording data. (line plots, bar graphs, line graphs, and pictorial graphs) 2. Practice reading different graphs and plots on the overhead projector as a class. 3. Students will bring in a graph from home to be shown to the class. Discuss graph use in real life situations. Graphs can be found in newspapers, magazines, on food labels, etc. 4. Activity- Students will each be given a bag of M&M's to sort by color and record the data. Students will use the data to make a bar graph. When bar graphs are completed, the students will compare their results. 5. Students will complete assignments from a third grade level textbook as determined by the teacher. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Teacher Observations- Can students use graphs and plots to make reasonable interpretations? 2. Journal Entry- Students will write down 2 to 3 conclusions that they can tell by reading a graph that is being shown to them. 3. Chapter Test- Students will choose the correct information that can be interpreted by the graphs. Students will read a variety of graphs and plots, and answer questions about them. 	
<p>Resources:</p> <ol style="list-style-type: none"> 1. Smart Board 2. Graphs 3. McGraw-Hill Text Book 4. Practice workbook pages <p>Websites</p> <ol style="list-style-type: none"> 1. http://www.jmathpage.com 2. http://www.mrnussbaum.com/mathgames.htm 	

Math	3	Data and Probability	Data and Probability 2A	View
Math	3	Data and Probability	Data and Probability 3A	View