3rd GRADE CURRICULUM MAP 08-09

FIRST NINE WEEKS
MATH

Math 1st Nine Wks - 3r Grade 08-09 GPS & ELEMENTS	ESSENTIAL QUESTIONS & KEY QUESTIONS	VOCABULARY	STRATEGY/ACTIVITY	ASSESSMENT	RESOURCES
M3N1. Students will further develop their understanding of whole numbers and ways of representing them. Identify place values from tenths through ten thousands. Understand the relative sizes of digits in place value notation (10 times, 100 times,1/10 of a single digit whole number) and ways to represent them.	a. How can I identify the value of a digit in a number with up to 6 digits? b. How can we use mathematical materials and pictures to represent numbers? How can I compare the value of and put in order whole numbers through 9,999?	Standard Form Expanded Form Word Form Whole Number Place Value	HM-Chapter 1 Place value charts Base ten blocks HM-Chapter 2	Pretest/Posttest Place value charts Pictorial Representations	HM-Chapter 1 Place value charts HM-Chapter 2
M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving. Use the properties of addition and subtraction to compute and verify the results of computation. b. Use mental math and estimation strategies to add and subtract. c. Solve problems requiring addition and subtraction.	a. What are different ways to add and subtract whole numbers? b. What are the different ways to find answers to many problems? c. How do I decide which steps are needed to solve a problem?	Commutative property of addition Identity Property of Addition Associative Property of addition Inverse operations Estimate Compensation	HM-Chapter 3 & 4 Counters Student number line Base ten blocks Base ten blocks	Teacher observation of addition and subtraction skills Pretest/Posttest	HM- Chapter 3 & 4 Counters Transparency 3.1/3.2 Student number line Base ten blocks Base ten number blocks

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M3D1. Students will create and interpret simple tables and graphs. a. Solve problems by organizing and displaying data in bar graphs and tables. b. Construct and interpret bar graphs using scale increments of 1, 2, 5, and 10. c. Develop and evaluate mathematical arguments and proofs. d. Select and use various types of reasoning and methods of proof.	a. How do I create and interpret simple tables and graphs? b. How can I construct and interpret bar graphs using different scales? c. How can I develop and evaluate mathematical arguments and proofs? d. How can I select and use various types of reasoning and methods of proof?	Bar graph Table Data Scale Horizontal bar graph Vertical bar graph	Chapter 14 Tally Table and Frequency Table Survey and Results Bar graph patterns and crayons Chapter 14 Tally Table and Frequency Table Survey and Results Bar graph patterns and crayons	Teacher and student designed bar graphs and tables. Teacher Observation Teacher and student designed bar graphs and tables. Teacher Observation	Chapter 14 Transparency 14.1,14.2 Chapter 14 Graphmaker.com Transparency 14.4,14.5 Harcourt Mega Math Games Chapter 14 Transparency 14.1, 14.2 Chapter 14 Graphmaker.com Transparency 14.4,14.5 Harcourt Mega Math Games
M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving. Solve problems requiring addition and subtraction.	c. How do I decide which steps are needed to solve a problem?		c. Bills and coins	Students will add and subtract money. Teacher Observation Pretest/ Posttest	HM- Chapter 5
M3P1. Students will solve problems (using appropriate technology). a. Build new mathematical knowledge through problem solving. b. Solve problems that arise in mathematics and in	a. How can I solve word problems using different mathematical strategies? b. How can I find answers to different kinds of word		Process skills will be interwoven daily in all math activities as a way of acquiring and using content knowledge.		

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other contexts. c. Apply and adapt a variety of appropriate strategies to solve problems. d. Monitor and reflect on the process of mathematical problem solving.	problems? c. How can I determine the clue words to decide the appropriate math operation to use? d. What are the different ways to find answers to math problems?				
M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions. a. Describe and extend numeric and geometric patterns.	a. How do you find the rule in a numeric and geometric pattern? c. How do you find the value of an unknown number in a number sentence?	Chapter 10 Tangrams Pattern blocks Chapter 8 Counters Songs & Calendar Math	Fill in the blank assessment Daily Review Teacher Observation	Chapter 10 Transparency10.2 Chapter 8 Transparency 8.5 HM-Mega Math Exploration Game	Chapter 10 Tangrams Pattern blocks Chapter 8 Counters Songs & Calendar Math