

## Curriculum Map

Subject: Math	Grade Level: 3rd	Sixth Week: 4 <sup>th</sup>	Week: 1
Instructional Focus Summary	Understanding Division Exploring Division as sharing Exploring Division a Repeated Subtraction Division Stories TAKS Obj. 1,6 Division Fact		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</u></b>  <b><u>(C) use models to solve division problems and use number sentences to record the solutions</u></b></p> <p><b><u>3.14 Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</u></b>  <b><u>(A) identify the mathematics in everyday situations</u></b>  <b><u>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</u></b>  <u>(D) use tools such as real objects, manipulatives, and technology to solve problems</u></p> <p><b><u>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.</u></b>  <u>(A) make generalizations from patterns or sets of examples and non-examples</u>  <b><u>(B) justify why an answer is reasonable and explain the solution process</u></b></p>		
Concepts/ Vocabulary	division divisor dividend		
Resources	Scott Foresman Math Book Accelerated Math Math 4 Today TAKS Objectives		
Instructional Activities	Understanding Division Exploring Division as sharing Exploring Division a Repeated Subtraction Division Stories TAKS Obj. 1,6 Division Fact Using modeling, small group instruction, and intervention		
Assessment	Accelerated math objectives Weekly Lessons tests Weekly math facts tests		
Integration	Social Studies for time		

Intervention	Small group, peer teaching, and modeling
Extension	Extend your thinking math books for enrichment/ Practice Masters for intervention Texas Shootout Math TAKS Step Up To TAKS TAKS Masters

Subject: Math	Grade Level: 3rd	Sixth Week: 4 <sup>th</sup>	Week: 2
Instructional Focus Summary	Connecting Multiplication and Division Dividing by 5 Dividing By 2 TAKS Obj. 1,6 Division Fact		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</u></b>  <b><u>(C) use models to solve division problems and use number sentences to record the solutions</u></b></p> <p><b><u>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.</u></b>  <b><u>(C) identify patterns in related multiplication and division sentences (fact families) such as <math>2 \times 3 = 6</math>, <math>3 \times 2 = 6</math>, <math>6 \div 2 = 3</math>, <math>6 \div 3 = 2</math></u></b></p> <p><b><u>3.14 Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</u></b>  <b><u>(A) identify the mathematics in everyday situations</u></b></p> <p><b><u>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.</u></b>  <b><u>(B) relate informal language to mathematical language and symbols</u></b></p>		
Concepts/ Vocabulary	fact family dividend divisor quotient		
Resources	Scott Foresman Math Book Accelerated Math Math 4 Today TAKS Objectives		
Instructional Activities	Connecting Multiplication and Division Dividing by 5 Dividing By 2 TAKS Obj. 1,6 Division Fact Using modeling, small group instruction, and intervention		
Assessment	Accelerated math objectives Weekly Lessons tests Weekly math facts tests		
Integration	Reading Sam and the Lucky Money/ Divide Sam's Money		

Intervention	Small group, peer teaching, and modeling
Extension	Extend your thinking math books for enrichment/ Practice Masters for intervention Texas Shootout Math TAKS Step Up To TAKS TAKS Masters

Subject: Math	Grade Level: 3rd	Sixth Week: 4 <sup>th</sup>	Week: 3
Instructional Focus Summary	Dividing 3 & 4 Dividing 0 & 1 Problem Solving TAKS Obj. 1,2, 6 Division Fact		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b><u>3.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. (B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999</u></b></p> <p><b><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. (C) use models to solve division problems and use number sentences to record the solutions</u></b></p> <p><b><u>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. (A) identify and extend whole-number and geometric patterns to make predictions and solve problems (C) identify patterns in related multiplication and division sentences (fact families) such as <math>2 \times 3 = 6</math>, <math>3 \times 2 = 6</math>, <math>6 \div 2 = 3</math>, <math>6 \div 3 = 2</math></u></b></p> <p><b><u>3.14 Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. (A) identify the mathematics in everyday situations (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem (D) use tools such as real objects, manipulatives, and technology to solve problems</u></b></p> <p><b><u>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. (A) explain and record observations using objects, words, pictures, numbers, and technology</u></b></p> <p><b><u>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. (A) make generalizations from patterns or sets of examples and non-examples (B) justify why an answer is reasonable and explain the solution process</u></b></p>		
Concepts/ Vocabulary	fact family dividend divisor quotient		
Resources	Scott Forsman Math Book Accelerated Math		

	Math 4 Today TAKS Objectives
Instructional Activities	Dividing 3 & 4 Dividing 0 & 1 Problem Solving TAKS Obj. 1,2, 6 Division Fact Using modeling, small group instruction, and intervention
Assessment	Accelerated math objectives Weekly Lessons tests Weekly math facts tests
Integration	Thunder Cake dividing recipes to make half the amount of something
Intervention	Small group, peer teaching, and modeling
Extension	Extend your thinking math books for enrichment/ Practice Masters for intervention Texas Shootout Math TAKS Step Up To TAKS TAKS Masters

Subject: Math	Grade Level: 3rd	Sixth Week: 4 <sup>th</sup>	Week: 4
Instructional Focus Summary	Dividing 6 and 7 Dividing 8 and 9 Exploring Even and Odd Numbers TAKS Obj. 1,2, 6 Division Fact		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</u></b>  <b><u>(C) use models to solve division problems and use number sentences to record the solutions</u></b></p> <p><b><u>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.</u></b>  <b><u>(A) identify and extend whole-number and geometric patterns to make predictions and solve problems</u></b>  <b><u>(C) identify patterns in related multiplication and division sentences (fact families) such as <math>2 \times 3 = 6</math>, <math>3 \times 2 = 6</math>, <math>6 \div 2 = 3</math>, <math>6 \div 3 = 2</math></u></b></p> <p><b><u>3.14 Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</u></b>  <b><u>(A) identify the mathematics in everyday situations</u></b>  <b><u>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</u></b>  <b><u>(D) use tools such as real objects, manipulatives, and technology to solve problems</u></b></p> <p><b><u>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.</u></b>  <b><u>(A) explain and record observations using objects, words, pictures, numbers, and technology</u></b>  <b><u>(B) relate informal language to mathematical language and symbols</u></b></p> <p><b><u>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.</u></b>  <b><u>(A) make generalizations from patterns or sets of examples and non-examples</u></b></p>		
Concepts/ Vocabulary	even numbers odd numbers fact family dividend divisor quotient		
Resources	Scott Forsman Math Book Accelerated Math Math 4 Today TAKS Objectives		
	Dividing 6 and 7		

<b>Instructional Activities</b>	Dividing 8 and 9 Exploring Even and Odd Numbers TAKS Obj. 1,2, 6 Division Fact Using modeling, small group instruction, and intervention
<b>Assessment</b>	Accelerated math objectives Weekly Lessons tests Weekly math facts tests Mock TAKS
<b>Integration</b>	Reading One Grain Of Rice    Dividing the rice after it has been multiplied
<b>Intervention</b>	Small group, peer teaching, and modeling
<b>Extension</b>	Extend your thinking math books for enrichment/ Practice Masters for intervention Texas Shootout Math TAKS Step Up To TAKS TAKS Masters

Subject: Math	Grade Level: 3rd	Sixth Week: 4 <sup>th</sup>	Week: 5
Instructional Focus Summary	Problem Solving Exploring Algebra TAKS Obj. 1,2, 6 Division Fact		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b><u>3.14 Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</u></b>  <b><u>(A) identify the mathematics in everyday situations</u></b>  <b><u>(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</u></b>  <b><u>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</u></b>  <u>(D) use tools such as real objects, manipulatives, and technology to solve problems</u></p> <p><b>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.</b>  <b>(A) explain and record observations using objects, words, pictures, numbers, and technology</b></p> <p><b>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.</b>  <b>(B) justify why an answer is reasonable and explain the solution process</b></p>		
Concepts/ Vocabulary	Review: even numbers odd numbers fact family dividend divisor quotient		
Resources	Scott Forsman Math Book Accelerated Math Math 4 Today TAKS Objectives		
Instructional Activities	Problem Solving Exploring Algebra  TAKS Obj. 1,2, 6 Division Fact Using modeling, small group instruction, and intervention		
Assessment	Accelerated math objectives Weekly Lessons tests Weekly math facts tests Mock TAKS		

Integration	Fine Arts Patterns
Intervention	Small group, peer teaching, and modeling
Extension	Extend your thinking math books for enrichment/ Practice Masters for intervention Texas Shootout Math TAKS Step Up To TAKS TAKS Masters

Subject: Math	Grade Level: 3rd	Sixth Week: 4 <sup>th</sup>	Week: 6
Instructional Focus Summary	Chapter 1-7 Cumulative Review Benchmark Ch. 7 TAKS Obj. 1,2,3, 6 Division Fact		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p><b><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</u></b>  <u>(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects</u>  <b><u>(B) solve and record multiplication problems (up to two digits times one digit)</u></b></p> <p><b><u>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.</u></b>  <b><u>(C) identify patterns in related multiplication and division sentences (fact families) such as <math>2 \times 3 = 6</math>, <math>3 \times 2 = 6</math>, <math>6 \div 2 = 3</math>, <math>6 \div 3 = 2</math></u></b></p> <p><b><u>3.14 Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</u></b>  <b><u>(A) identify the mathematics in everyday situations</u></b>  <b><u>(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</u></b>  <b><u>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</u></b>  <u>(D) use tools such as real objects, manipulatives, and technology to solve problems</u></p> <p><b><u>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.</u></b>  <b><u>(A) explain and record observations using objects, words, pictures, numbers, and technology</u></b></p> <p><b><u>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.</u></b>  <b><u>(B) justify why an answer is reasonable and explain the solution process</u></b></p>		
Concepts/ Vocabulary	Review: even numbers odd numbers fact Family dividend divisor quotient		
Resources	Scott Forsman Math Book Accelerated Math Math 4 Today TAKS Objectives		
Instructional	Chapter 1-7 Cumulative Review		

Activities	Benchmark TAKS Obj. 1,2, 6 Division Fact Using modeling, small group instruction, and intervention
Assessment	Accelerated math objectives Weekly Lessons tests Weekly math facts tests Mock TAKS
Integration	Social Studies
Intervention	Small group, peer teaching, and modeling
Extension	Extend your thinking math books for enrichment/ Practice Masters for intervention Texas Shootout Math TAKS Step Up To TAKS TAKS Masters