

Curriculum Map

Subject: Math	Grade Level: 3rd	Sixth Week: 5th	Week: 1
Instructional Focus Summary	Exploring Shapes and Solids Lines and Line Segments Exploring Angles, slides, flips, and turns Exploring Symmetry TAKS Obj. 4 Review Math Fact		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>3.8 Geometry and spatial reasoning. The student uses formal geometric vocabulary.</u> <u>The student is expected to 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 geometry vocabulary.</u></p> <p>3.9 Geometry and spatial reasoning. The student recognizes congruence and symmetry. (A) identify congruent two-dimensional figures (B) create two-dimensional figures with lines of symmetry using concrete models and technology (C) identify lines of symmetry in two-dimensional geometric figures</p> <p>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 (B) relate informal language to mathematical language and symbols</p> <p>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. (A) make generalizations from patterns or sets of examples and nonexamples (B) justify why an answer is reasonable and explain the solution process</p>		
Concepts/ Vocabulary	Solid figures- cube, sphere, rectangular prism, cone, pyramid, cylinder Edge, face Shapes- square, triangle, circle, rectangle Corner, side Line, point, line segment, ray, intersecting lines, parallel lines Polygon, angle, right angle, slide, flip, turn, congruent, line of symmetry		
Resources	Scott Foresman Math Book, Accelerated Math, Math 4 Today, TAKS Objectives Step Up To TAKS, Texas Shootout TAKS Math, TAKS Master		
Instructional Activities	Exploring Shapes and Solids Lines and Line Segments Exploring Angles, slides, flips, and turns, Exploring Symmetry TAKS Obj. 4 Review Math Fact Using modeling, small group instruction, and intervention		

Assessment	Accelerated math objectives, weekly Lessons tests, weekly math facts tests. Mock TAKS
Integration	Social Studies for time
Intervention	Small group, peer teaching, and modeling
Extension	Extend your thinking math books for enrichment Step Up to TAKS, Texas Shootout, TAKS Master Practice Masters for intervention

Subject: Math	Grade Level: 3rd	Sixth Week: 5th	Week: 2
Instructional Focus Summary	Perimeter, Area, Volume, Coordinate Grids TAKS Obj. 4 Division Facts		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p><u>3.11 Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</u></p> <p><u>(B) use standard units to find the perimeter of a shape</u></p> <p><u>(C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces</u></p> <p><u>3.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</u></p> <p><u>(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data</u></p> <p><u>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.</u></p> <p><u>(A) explain and record observations using objects, words, pictures, numbers, and technology</u></p> <p><u>(B) relate informal language to mathematical language and symbols</u></p> <p><u>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.</u></p> <p><u>(A) make generalizations from patterns or sets of examples and nonexamples</u></p> <p><u>(B) justify why an answer is reasonable and explain the solution process</u></p>		
Concepts/ Vocabulary	Unit, perimeter, square unit, area, volume, cubic unit, coordinate grid, ordered pair Solid figures- cube, sphere, rectangular prism, cone, pyramid, cylinder Edge, face Shapes- square, triangle, circle, rectangle Corner, side Line, point, line segment, ray, intersecting lines, parallel lines Polygon, angle, right angle, slide, flip, turn, congruent, line of symmetry		
Resources	Scott Foresman Math Book, Accelerated Math, Math 4 Today, TAKS Objectives Step Up To TAKS, Texas Shootout TAKS Math, TAKS Master		
Instructional Activities	Perimeter, Area, Volume, Coordinate Grids TAKS Obj. 4 Division Math Fact Using modeling, small group instruction, and intervention		
Assessment	Accelerated math objectives, weekly Lessons tests, weekly math facts tests. Mock TAKS		
Integration	Social Studies Maps		
Intervention	Small group, peer teaching, and modeling		

Extension

Extend your thinking math books for enrichment
Step Up to TAKS, Texas Shootout, TAKS Master
Practice Masters for intervention

Subject: Math	Grade Level: 3rd	Sixth Week: 5th	Week: 3
Instructional Focus Summary	Exploring Equal Parts, Exploring Equivalent Fractions Naming and Writing Fractions TAKS Obj. 1,6 Division Facts		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>3.2 Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.</u> <u>(A) construct concrete models of fractions (C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects</u> <u>(D) construct concrete models of equivalent fractions for fractional parts of whole objects</u></p> <p>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</p> <p>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. (A) make generalizations from patterns or sets of examples and nonexamples (B) justify why an answer is reasonable and explain the solution process</p>		
Concepts/ Vocabulary	Ways to Name Equal Parts- halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths Fractions, numerator, denominator, equivalent fractions		
Resources	Scott Foresman Math Book, Accelerated Math, Math 4 Today, TAKS Objectives Step Up To TAKS, Texas Shootout TAKS Math, TAKS Master		
Instructional Activities	Exploring Equal Parts, Exploring Equivalent Fractions Naming and Writing Fractions TAKS Obj. 1,6 Division Facts Using modeling, small group instruction, and intervention		
Assessment	Accelerated math objectives, weekly Lessons tests, weekly math facts tests. Mock TAKS		
Integration	Social Studies charts		
Intervention	Small group, peer teaching, and modeling		
Extension	Extend your thinking math books for enrichment Step Up to TAKS, Texas Shootout, TAKS Master Practice Masters for intervention		

Subject: Math	Grade Level: 3rd	Sixth Week: 5th	Week: 4
Instructional Focus Summary	Comparing and Ordering Fractions TAKS Obj. 1,6 Division Facts		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) (Power TEKS/Student Expectations are Underlined)	<p><u>3.2 Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.</u> <u>(A) construct concrete models of fractions</u> <u>(B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models</u> <u>(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects</u></p> <p>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. (A) make generalizations from patterns or sets of examples and nonexamples (B) justify why an answer is reasonable and explain the solution process</p>		
Concepts/ Vocabulary	Ways to Name Equal Parts- halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths Fractions, numerator, denominator, equivalent fractions		
Resources	Scott Foresman Math Book, Accelerated Math, Math 4 Today, TAKS Objectives Step Up To TAKS, Texas Shootout TAKS Math, TAKS Master		
Instructional Activities	Comparing and Ordering Fractions TAKS Obj. 1,6 Division Facts Using modeling, small group instruction, and intervention.		
Assessment	Accelerated math objectives, weekly Lessons tests, weekly math facts tests. Mock TAKS		
Integration	Science		
Intervention	Small group, peer teaching, and modeling		
Extension	Extend your thinking math books for enrichment Step Up to TAKS Texas Shootout TAKS Master Practice Masters for intervention		

Subject: Math	Grade Level: 3rd	Sixth Week: 5th	Week: 5
Instructional Focus Summary	Fractions and Sets, Mixed numbers, adding and subtracting fractions TAKS Obj. 1,6 Division Facts		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>3.2 Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.</u> <u>(A) construct concrete models of fractions</u> <u>C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects</u></p> <p><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</u> <u>(C) use models to solve division problems and use number sentences to record the solutions</u></p> <p>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 (B) relate informal language to mathematical language and symbols</p> <p>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. (A) make generalizations from patterns or sets of examples and nonexamples (B) justify why an answer is reasonable and explain the solution process</p>		
Concepts/ Vocabulary	Ways to Name Equal Parts- halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths Fractions, numerator, denominator, equivalent fractions Mixed Numbers		
Resources	Scott Foresman Math Book, Accelerated Math, Math 4 Today, TAKS Objectives Step Up To TAKS, Texas Shootout TAKS Math, TAKS Master		
Instructional Activities	Fractions and Sets, Mixed numbers, adding and subtracting fractions TAKS Obj. 1,6 Division Facts Using modeling, small group instruction, and intervention.		
Assessment	Accelerated math objectives, weekly Lessons tests, weekly math facts tests. Mock TAKS		
Integration	Science		
Intervention	Small group, peer teaching, and modeling		

Extension	Extend your thinking math books for enrichment Step Up to TAKS, Texas Shootout, TAKS Master Practice Masters for intervention
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Subject: Math	Grade Level: 3rd	Sixth Week: 5th	Week: 6
Instructional Focus Summary	Customary Linear Measurement TAKS Obj. 1,4 Division Facts		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p><u>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</u> <u>(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects</u> <u>(B) solve and record multiplication problems (up to two digits times one digit)</u></p> <p><u>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.</u> <u>(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$</u></p> <p>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 (B) relate informal language to mathematical language and symbols</p> <p>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. (A) make generalizations from patterns or sets of examples and nonexamples</p>		
Concepts/ Vocabulary	Inch, foot, yard, mile,		
Resources	Scott Foresman Math Book, Accelerated Math, Math 4 Today, TAKS Objectives Step Up To TAKS, Texas Shootout TAKS Math, TAKS Master		
Instructional Activities	Customary Linear Measurement TAKS Obj. 1,4 Division Facts Using modeling, small group instruction, and intervention		
Assessment	Accelerated math objectives, weekly Lessons tests, weekly math facts tests. Mock TAKS		
Integration	Social Studies. Recycling		
Intervention	Small group, peer teaching, and modeling		
Extension	Extend your thinking math books for enrichment Step Up to TAKS, Texas Shootout, TAKS Master Practice Masters for intervention		