

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
	<p>Objectives introduced in third grade are not underlined.</p> <p>Reinforced objectives from second grade are underlined.</p>	<p>Cognitive level codes:</p> <ul style="list-style-type: none"> <li>• B: Memorize</li> <li>• C: Perform procedures</li> <li>• D: Demonstrate understanding</li> <li>• E: Conjecture, generalize, prove</li> <li>• F: Solve non-routine problems, make connections</li> </ul>	<p>Bloom's Equivalent</p> <ul style="list-style-type: none"> <li>• B = Knowledge</li> <li>• C = Comprehension</li> <li>• D = Comprehension</li> <li>• E = Application and Analysis</li> <li>• F = Synthesis</li> </ul>	<p>Calculator codes:</p> <p>NO: student MUST NOT have a calculator while completing this item in order to assess this objective.</p>	<p>Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.</p>	
<b>Standard 1: Number and Operation</b>						
<p>Goal 1.1: Understand and use numbers.</p>	<p>3.M.1.1.1 <u>Read, write, compare, and order whole numbers</u> to 10,000.</p> <p>CL: B Memorize/ Knowledge Calc: NO Content Limit: When comparing numbers between 1,000 and 9,999, numbers will differ in only hundreds and thousands places. When comparing, the symbols for greater than and less than will not be used. When ordering, no more than four values are used. Numbers may be ordered least to greatest or greatest to least.</p>	<ul style="list-style-type: none"> <li>• Read and write whole numbers to 10,000</li> <li>• Compare numbers between 1,000 - 9,999 differing only in hundreds and thousands place</li> <li>• Compare using words instead of symbols (i.e. greater than and less than)</li> <li>• Order least to greatest and greatest to least (only ordering four numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Read numbers from left to right</li> <li>• Break numbers into place-value periods (i.e. ones and thousands)</li> <li>• Read whole numbers to 10,000</li> <li>• Write whole numbers to 10,000</li> <li>• Identify place-values (ones, tens, hundreds, thousands)</li> <li>• Identify place-value where numbers differ</li> <li>• Compare numbers between 1,000-9,999</li> <li>• Explain the meanings of these symbols &lt; and &gt;</li> <li>• Recognize the correlation between the words greater than and less than and their symbols</li> <li>• Compare using words instead of symbols</li> <li>• Compare numbers starting at the place of greatest value</li> <li>• Identify the place value where numbers differ</li> <li>• Order numbers from least to greatest and greatest to least.</li> </ul>	<p>place-value • periods • standard form • word form • greater than • less than • greatest • least • order • whole number • thousand • hundred • ten • one • comma • value</p> <p><i>additional vocabulary not tested:</i> <i>odd • even</i></p>	<ul style="list-style-type: none"> <li>• Write 6.203 in word form. Read it to your teacher.</li> <li>• Compare these numbers using the symbols &gt; or &lt;. 4,387 ____ 4,824</li> <li>• Explain which is greater 458 or 485?</li> <li>• Order these numbers from greatest to least. 3,245; 4,335; 3,534</li> <li>• What is the value of the underlined digit? 3,<u>4</u>52 (400)</li> <li>• What is the place-value of the underlined digit? 3,<u>4</u>52 (hundreds column)</li> <li>• Write three hundred sixty-three in standard form. (363)</li> </ul>	<p><a href="http://www.ixl.com/math/practice/grade-3-put-numbers-in-order">www.ixl.com/math/practice/grade-3-put-numbers-in-order</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-comparing-numbers">www.ixl.com/math/practice/grade-3-comparing-numbers</a></p> <p><a href="http://www.mathcats.com/explore/reallybignumbers.html">www.mathcats.com/explore/reallybignumbers.html</a> (word form)</p> <p><a href="http://www.ixl.com/math/practice/grade-3-write-numbers-in-words">www.ixl.com/math/practice/grade-3-write-numbers-in-words</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-which-number-is-greatest-least">http://www.ixl.com/math/practice/grade-3-which-number-is-greatest-least</a></p>
	<p>3.M.1.1.2 Identify place value through 9,999.</p> <p>CL: B Memorize/ Knowledge Calc: NO Content Limit: Whole numbers to 9,999.</p>	<ul style="list-style-type: none"> <li>• Identify place value through 9,999.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct models of numbers using place-value blocks</li> <li>• Write numbers in expanded form</li> <li>• Identify the place values (one, tens, hundreds, and thousands)</li> </ul>	<p>expanded form • place value</p>	<ul style="list-style-type: none"> <li>• What is the place value of the 5 in 4,598? (hundreds)</li> <li>• Write 345 in expanded form. (300+40+5)</li> <li>• Write the standard form of 2000+400+3. (2403)</li> <li>• Write a four digit number with a 3 in the thousands place and a 9 in the ones place. (3429, etc.)</li> <li>• John will build a number with digits 7,1,6,9. In what order should he place the digits if he wants to make the greatest number possible? (9,761)</li> </ul>	<p><a href="http://www.ixl.com/math/grade/third/">www.ixl.com/math/grade/third/</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-place-value-names">www.ixl.com/math/practice/grade-3-place-value-names</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-value-of-a-digit">www.ixl.com/math/practice/grade-3-value-of-a-digit</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-value-of-a-digit">www.ixl.com/math/practice/grade-3-value-of-a-digit</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-convert-to-from-a-number">www.ixl.com/math/practice/grade-3-convert-to-from-a-number</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-place-value-word-problems">www.ixl.com/math/practice/grade-3-place-value-word-problems</a></p> <p>*Scott Foresman Chapter 1, 5</p> <p>*Everyday Math Unit 1, 5</p>
	<p>3.M.1.1.3 <u>Count the value of a collection of coins and bills up to \$10.00.</u></p> <p>CL: C Calc: NO Content Limit: Pictures of bills and coins should be used. Coins should be close to actual size. Number of coins should be less than the next value coin (i.e., no more than four pennies, one nickel, four dimes, and/or three quarters per item).</p>	<ul style="list-style-type: none"> <li>• Count the value of a collection of bills and coins up to \$10.00.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify coins and state their values (pennies, nickels, dimes, quarters)</li> <li>• Identify bills and state their values (one, five, and ten dollar bills)</li> <li>• Count by twenty-five, ten, five, and one</li> <li>• Count coins and bills from largest to smallest</li> <li>• Count the value of a collection of bills and coins up to \$10.00</li> </ul>	<p>decimal point • dollar sign • cent sign • penny • nickel • dime • quarter • five dollar bill • ten dollar bill • change • dollar • coin</p>	<ul style="list-style-type: none"> <li>• What is the value of 1 five dollar bill, 2 dollar bills, 1 quarter, 3 dimes, 1 nickel, and 4 pennies? (\$7.64)</li> <li>• Name three different ways you can make a dollar using only coins. ( 4 quarters, ten dimes, etc.)</li> <li>• If you have three coins in your hand that total 36¢ what are they? (quarter, dime and penny)</li> </ul>	<p><a href="http://www.bbc.co.uk/schools/ks2bitesize/maths/activities/addition.shtml">www.bbc.co.uk/schools/ks2bitesize/maths/activities/addition.shtml</a></p> <p><a href="http://www.eduplace.com/kids/mw/manip/mn_3.html">www.eduplace.com/kids/mw/manip/mn_3.html</a></p> <p><a href="http://www.ixl.com/math/grade/third/">www.ixl.com/math/grade/third/</a></p> <p>*Scott Foresman Chapter 1-12, 1-13</p> <p>*Everyday Math Unit 7</p>

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	3.M.1.1.4 Recognize, name, and represent commonly used fractions using concrete materials.  CL: B Calc: NO Content Limit: Fraction denominators limited to 2, 3, 4, 5, 6, 8. Fractions not simplified. No mixed numbers. No improper fractions as correct answer. Pictures of concrete materials should be used.	• Recognize, name, and represent commonly used fractions using concrete materials.	<ul style="list-style-type: none"> <li>• Explain the concepts of whole and parts</li> <li>• Recognize equal and unequal parts</li> <li>• Identify parts of a whole or collection</li> <li>• Recognize commonly used fractions</li> <li>• Name commonly used fractions</li> <li>• Represent commonly used fractions using concrete materials</li> </ul>	fraction • fraction bar • whole • parts • numerator • denominator • halves • thirds • fourths • fifths • sixths • eighths • collection • shaded part	<ul style="list-style-type: none"> <li>• Draw a whole flower, and then a part of the flower.</li> <li>• Draw a triangle and divide it into two equal parts.</li> <li>• Shade one fourth of the pizza.</li> <li>• Write what fraction of the candies are red.</li> <li>• Show four ways to divide a square into fourths.</li> <li>• Show two-thirds using manipulatives</li> </ul>	<a href="http://www.coolmath.com/">www.coolmath.com/</a> <a href="http://www.eduplace.com/kids/mw/manip/mn_3.html">www.eduplace.com/kids/mw/manip/mn_3.html</a> (online manipulatives) <a href="http://www.primarygames.com/fractions/start.htm">www.primarygames.com/fractions/start.htm</a> <a href="http://www.ixl.com/math/practice/grade-3-fraction-review-word-problems">www.ixl.com/math/practice/grade-3-fraction-review-word-problems</a> <a href="http://pbskids.org/cyberchase/math_magic/vid3.html">pbskids.org/cyberchase/math_magic/vid3.html</a> (online video) <a href="http://www.ixl.com/math/practice/grade-3-fraction-review">www.ixl.com/math/practice/grade-3-fraction-review</a> (online practice) *Scott Foresman Chap. 9 *Everyday Math Unit 8
	3.M.1.1.5 <u>Recognize mathematical information and select strategies appropriate</u> for solving a multi-step problem.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Recognize mathematical information and select strategies appropriate for solving a multi-step problem.	<ul style="list-style-type: none"> <li>• Explain the relationship between word clues/situations and the operations (add, subtract, multiply, divide)</li> <li>• List and explain strategies for problem solving (pictures, lists, tables, graphs, act out, work backward, number sentences)</li> <li>• List mathematical information needed to solve the problem</li> <li>• Select strategies appropriate for solving multi-step problems</li> </ul>	operations • multi-step • strategy • graphs • tables • number sentences • estimate	<ul style="list-style-type: none"> <li>• Sally is having a birthday party. Four friends come. Two leave and then one more comes. How many friends are at the party now? What strategy did you use?</li> <li>• You go to a toy store with \$5.00 and want to buy a toy for \$3.40 and a deck of cards for \$1.75. How much more money do you need?</li> <li>• There are 5 students in a room and they shake every students' hand only once. How many hand shakes in all? (Act out)</li> <li>• Lori wants a double scoop ice cream cone. Flavor choices are vanilla, strawberry and chocolate. How many possible combinations are there? (List or draw a picture)</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-3-multi-step-word-problems">www.ixl.com/math/practice/grade-3-multi-step-word-problems</a>
	3.M.1.1.6 Use appropriate vocabulary.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate vocabulary.	• Use the vocabulary correctly	see list above & district recommended vocab list		
Goal 1.2: Perform computations accurately.	3.M.1.2.1 <u>Recall basic addition and subtraction facts through 18.</u>  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Recall basic addition and subtraction facts through 18.	<ul style="list-style-type: none"> <li>• Demonstrate the use of fact families</li> <li>• Recall basic addition and subtraction facts through 18</li> </ul>	fact family	• Timed fact practice 1-18	<a href="http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html">www.oswego.org/ocsd-web/games/mathmagician/maths1.html</a> (interactive) <a href="http://www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc">www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc</a> <a href="http://www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc">www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc</a> <a href="http://www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc">www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc</a> <a href="http://www.abc.net.au/countusin/games/game8.htm">www.abc.net.au/countusin/games/game8.htm</a> (subtraction bowling game) <a href="http://www.aplusmath.com/cgi-bin/games/addpicture">www.aplusmath.com/cgi-bin/games/addpicture</a> (addition interactive) <a href="http://www.ixl.com/math/practice/grade-1-addition-facts-sums-to-18">www.ixl.com/math/practice/grade-1-addition-facts-sums-to-18</a> <a href="http://www.ixl.com/math/practice/grade-1-subtraction-facts-numbers-up-to-18">www.ixl.com/math/practice/grade-1-subtraction-facts-numbers-up-to-18</a> Mastering Fast Facts- program for memorizing facts *Scott Foresman Chapter 2, 3 *Everyday Math Unit 2

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	<p>3.M.1.2.2 <u>Add and subtract whole numbers with and without regrouping</u> through 999.</p> <p>CL: C Calc: NO Content Limit: Each of the two numbers contains at most three digits. Differences must be greater than zero. Expression must be clearly stated. Items may be written in horizontal or vertical form.</p>	<ul style="list-style-type: none"> <li>Add and subtract whole numbers with and without regrouping through 999.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the relationship between ones and tens and tens and hundreds (1 ten=10 ones)</li> <li>Write math problems vertically lining up each place into columns</li> <li>Add and subtract multi-digit numbers from right to left</li> <li>Explain when regrouping is needed for addition and subtraction</li> <li>Add and subtract whole numbers with or without regrouping through 999</li> </ul>	<p>horizontal • vertical • add • subtract • sum • difference • solve • total • regrouping • ones • tens • hundreds • place value</p>	<ul style="list-style-type: none"> <li><math>253+136 =</math></li> <li><math>\\$6.84 + \\$5.34 =</math></li> <li><math>428 - 210 =</math></li> <li><math>\\$74.20 - \\$5.94 =</math></li> <li>Explain where you need to regroup in these equations: <math>4,561+1,893=</math> <math>407-129=</math></li> </ul>	<p><a href="http://www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc.">www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc.</a></p> <p><a href="http://www.coolmath4kids.com/subtraction/index.html">www.coolmath4kids.com/subtraction/index.html</a> (online demonstration)</p> <p><a href="http://www.ixl.com/math/practice/grade-3-add-two-numbers-up-to-three-digits">www.ixl.com/math/practice/grade-3-add-two-numbers-up-to-three-digits</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-subtract-numbers-up-to-three-digits">www.ixl.com/math/practice/grade-3-subtract-numbers-up-to-three-digits</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-add-and-subtract-money-amounts">www.ixl.com/math/practice/grade-3-add-and-subtract-money-amounts</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-add-money-amounts-word-problems">www.ixl.com/math/practice/grade-3-add-money-amounts-word-problems</a></p> <p>*Scott Foresman Chapter 2, 3 *Everyday Math Unit 2</p>
	<p>3.M.1.2.3 <u>Add three one-digit</u> and two- digit addends.</p> <p>CL: C Calc: NO Content Limit: Item may contain one- and two-digit numbers. Expression must be clearly stated. Items may be written in horizontal or vertical form.</p>	<ul style="list-style-type: none"> <li>Add three one- and two- digit addends.</li> </ul>	<ul style="list-style-type: none"> <li>Recall basic math facts</li> <li>Write math problems vertically lining up each place into columns</li> <li>Explain how to add three digits using the associative and commutative property</li> <li>Explain when to regroup when adding</li> <li>Add three one- and two- digit addends</li> </ul>	<p>addend • sum • associative property • digit • commutative property</p>	<ul style="list-style-type: none"> <li><math>18 + 34 + 6 =</math></li> <li><math>(7+3)+5 = 7+(3+5)</math></li> <li><math>22+56 = 56+?</math></li> <li>Johnny has 25 cars, his little brother has 16 and his big sister has 32. How many do they have altogether?</li> </ul>	<p><a href="http://www.ixl.com/math/practice/grade-3-add-three-or-more-numbers-up-to-three-digits-each">www.ixl.com/math/practice/grade-3-add-three-or-more-numbers-up-to-three-digits-each</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-add-three-or-more-numbers-up-to-three-digits-word-problems">www.ixl.com/math/practice/grade-3-add-three-or-more-numbers-up-to-three-digits-word-problems</a></p> <p>*Scott Foresman 3-4 *Everyday Math Unit 2</p>
	<p>3.M.1.2.4 <u>Multiply whole numbers through 10 x 10.</u></p> <p>CL: C Calc: NO Content Limit: Whole number factors between 0 and 10 inclusive. Expression must be clearly stated. Items may be written in horizontal or vertical form.</p>	<ul style="list-style-type: none"> <li>Multiply whole numbers through 10 x 10. (0-10 inclusive)</li> </ul>	<ul style="list-style-type: none"> <li>Show multiplication as repeated addition</li> <li>Draw visual representations of multiplication (arrays, groups)</li> <li>Compute both horizontal and vertical math problems</li> <li>Multiply whole numbers 1-10</li> </ul>	<p>factors • equal groups • arrays • product • multiplication • multiply • multiplication symbol • times • repeated addition</p>	<ul style="list-style-type: none"> <li>What multiplication sentence is shown in this picture? XXX XXX XXX XXX</li> <li>Draw 3 bags with 5 oranges in each bag. How many oranges in all? Write an addition and multiplication sentence as your answer.</li> <li><math>5+5+5+5+5=?</math> Rewrite as a multiplication sentence and solve.</li> </ul>	<p><a href="http://www.schoolexpress.com/funtime/math_generator/index.php">www.schoolexpress.com/funtime/math_generator/index.php</a> (online practice)</p> <p><a href="http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html">www.oswego.org/ocsd-web/games/mathmagician/maths1.html</a> (interactive)</p> <p><a href="http://www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc.">www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.5.0_11&amp;browser=Mozilla&amp;vendor=Sun_Microsystems_Inc.</a></p> <p><a href="http://www.coolmath-games.com/numbermonster/division/number-monster-times-tables-division.htm?T1=3">www.coolmath-games.com/numbermonster/division/number-monster-times-tables-division.htm?T1=3</a></p> <p><a href="http://www.pronto.com/lemon/game.html">www.pronto.com/lemon/game.html</a> (real world money multiplication)</p> <p><a href="http://www.multiplication.com/flashgames/ColorCreations.htm">www.multiplication.com/flashgames/ColorCreations.htm</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-relate-addition-and-multiplication">www.ixl.com/math/practice/grade-3-relate-addition-and-multiplication</a> (online practice with concept of mult.)</p> <p><a href="http://www.ixl.com/math/practice/grade-3-multiplication-sentences">www.ixl.com/math/practice/grade-3-multiplication-sentences</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-multiplication-input-output-tables">www.ixl.com/math/practice/grade-3-multiplication-input-output-tables</a></p> <p>*Scott Foresman Chapter 5 *Everyday Math Unit 4, 5</p>
	<p>3.M.1.2.5 <u>Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.</u></p> <p>CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> <li>Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.</li> </ul>	<ul style="list-style-type: none"> <li>Perform mental math tasks</li> <li>Use a calculator</li> <li>Use paper and pencil to solve problems</li> <li>Select an appropriate method of computation</li> <li>Use an appropriate method of computation</li> </ul>	<p>computation • mental math • calculator • method</p>	<ul style="list-style-type: none"> <li>What would be an appropriate method to solve this problem? <math>56+28+29+74+98+65+82+32=</math></li> <li>Write <math>\\$362 - \\$47</math> on a piece of paper. Show how to find the answer for this problem. Explain each step.</li> </ul>	<p><a href="http://www.ixl.com/math/practice/grade-3-addition-fill-in-the-missing-digits">www.ixl.com/math/practice/grade-3-addition-fill-in-the-missing-digits</a></p> <p><a href="http://www.ixl.com/math/practice/grade-3-subtraction-patterns-over-increasing-place-values">www.ixl.com/math/practice/grade-3-subtraction-patterns-over-increasing-place-values</a></p> <p>*Scott Foresman Chapter 2-5 to 2-11, Chapter 3-11</p>

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	3.M.1.2.6 Use appropriate operations to solve word problems and show or explain work. (addition, subtraction, and multiplication)  CL: D Calc: NO Content Limit: Content limits for objectives 1.2.2, 1.2.3, and 1.2.4 apply. Expression should not be stated. Selecting an operation also appropriate for standard. 'Show or explain work' to be assessed in the classroom, not on the ISAT.	• Use appropriate operations to solve word problems and show or explain work. (Expression should not be stated.)	• Explain the relationship between word clues/situations and the operations (add, subtract, multiply, divide) • Use appropriate operations to solve word problems and show or explain work	operations • word clues (all together, how many more, etc.) • situations • multiply • divide • twice • double	• Thirteen boys went swimming. Seven went home for lunch. How many boys are left swimming? Choose an operation then solve. • Thirty-three students are going to a concert. Each car takes three students. How many cars are needed?	www.ixl.com/math/practice/grade-3-add-two-numbers-up-to-three-digits-word-problems www.ixl.com/math/practice/grade-3-add-three-or-more-numbers-up-to-three-digits-word-problems www.ixl.com/math/practice/grade-3-subtract-numbers-up-to-three-digits-word-problems www.ixl.com/math/practice/grade-3-multiplication-word-problems-facts-to-12 www.ixl.com/math/practice/grade-3-missing-factors-facts-to-12-word-problems *Scott Foresman –look for the section at the end of each chapter *Daily Word Problems by Evan Moore Houghton-Mifflin – daily lessons Excel Math – daily lessons
	3.M.1.2.7 Use appropriate vocabulary.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate vocabulary.	• Use the vocabulary correctly	see list above & district recommended vocab list		www.ixl.com/math/practice/grade-3-addition-subtraction-multiplication-division-terms
Goal 1.3: Estimate and judge reasonableness of results.	3.M.1.3.1 Estimate to predict sums and differences.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Estimate to predict sums and differences.	• Identify place value to thousands • Round numbers to the nearest tens, hundreds, and thousands • Add or subtract rounded numbers • Use estimating to predict sums and differences of two, three, or four digit numbers	estimate • round • sums • differences • number line • predict	• Estimate the sum or difference. $87 + 14 =$ $178 - 124 =$ $2,367 - 1,792 =$ • Round to the nearest ... (ten, hundred, thousand) 74 146 3,456 • You have \$2.00. Predict if you have enough money to buy a soda at \$1.09 and a candy bar at \$.79.	www.ixl.com/math/practice/grade-3-estimate-sums www.ixl.com/math/practice/grade-3-estimate-sums www.ixl.com/math/practice/grade-4-estimate-differences *Scott Foresman 2-11 *Everyday Math Unit 2
	3.M.1.3.2 Use estimation to evaluate the reasonableness of a sum or difference. (estimate to 10's & 100's)  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Use estimation to evaluate the reasonableness of a sum or difference. (When estimating before computing)	• Show ability to estimate sums and differences • Compare exact answers to the estimated answers • Explain if an answer is reasonable or not • Use estimation to evaluate the reasonableness of a sum or difference	reasonableness • accurate • estimate • evaluate • exact answer	• Sammy has 26 baseball cards and his brother has 34. Is 50 a reasonable estimation of the total baseball cards? Why or why not?	Scott Foresman 2 Everyday Math Unit 2
	3.M.1.3.3 Investigate the use of a four-function calculator to solve complex grade-level problems.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Investigate the use of a four-function calculator (addition, subtraction, multiplication, division) to solve complex grade-level problems.	• Identify the operation and equal symbols on a calculator • Explain the purpose of the various keys (clear, on/off, equals, operations) • Use a four-function calculator to solve complex grade-level problems (i.e., lists of numbers)	four-function calculator • complex	• Use a calculator to find the sum of these numbers: 456, 276, 347, and 812. Then divide by 4. • Use a calculator to find the difference between 491 and 237, then multiply by 3.	Scott Foresman pg 89, 161 and see Calculator in index
	3.M.1.3.4 Use appropriate vocabulary.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate vocabulary.	• Use the vocabulary correctly	see list above & district recommended vocab list		

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
<b>Standard 2: Concepts and Principles of Measurement</b>						
Goal 2.1: Understand and use U.S. customary and metric measurements.	3.M.2.1.1 Select and use appropriate units and tools to make formal measurements of length and temperature in both systems.  CL: C Calc: NO Content Limit: Select appropriate units and tools only. Units should be inches, feet, yards, centimeters, meters, and degrees. Tools are rulers, yardsticks, meter sticks, thermometers, clocks, and scales. 'use ... tools to make formal measurements of length and temperature' to be assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Select appropriate units and tools to make formal measurements of length and temperature in both systems.</li> <li>Use appropriate units and tools to make formal measurements of length and temperature in both systems.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the use of each measuring tool (ruler, thermometer, scale, yard/meter stick, clocks)</li> <li>Identify situations for using each measuring tool</li> <li>Select appropriate unit and tools to make formal measurements of length and temperature in both systems</li> <li>Read rulers, yard/meter sticks, clocks, scales, and thermometers</li> <li>Measure using inches, feet, centimeters, meters, degrees, etc. by using rulers, yard/meter sticks, clocks, scales, and thermometers</li> <li>Record and label measurement</li> </ul>	customary • metric • inches • feet • yards • yard stick • meter stick • centimeters • meters • degrees • thermometer • Celsius • Fahrenheit	<ul style="list-style-type: none"> <li>To measure how tall your sister is, what tool would you use?</li> <li>How long is your math book?</li> <li>What is the temperature today?</li> <li>What time is it?</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-2-choose-the-appropriate-measuring-tool">www.ixl.com/math/practice/grade-2-choose-the-appropriate-measuring-tool</a> <a href="http://www.ixl.com/math/practice/grade-3-which-metric-unit-is-appropriate">www.ixl.com/math/practice/grade-3-which-metric-unit-is-appropriate</a> <a href="http://www.ixl.com/math/practice/grade-3-which-metric-unit-is-appropriate">www.ixl.com/math/practice/grade-3-which-metric-unit-is-appropriate</a> <a href="http://www.ixl.com/math/grade/third/">www.ixl.com/math/grade/third/</a> (temperature online problems) <a href="http://www.ixl.com/math/practice/grade-3-which-customary-unit-is-appropriate">www.ixl.com/math/practice/grade-3-which-customary-unit-is-appropriate</a> Scott Foresman Chapters 9, 10, 12 Everyday Math Unit 10 Scott Foresman Chapters 9, 10, 12 Everyday Math Unit 10
	3.M.2.1.2 <u>Estimate length, time, and weight in real-world problems using standard units.</u>  CL: C Calc: NO Content Limit: Lengths are measured in inches, feet, and yards. Time is measured in minutes, hours, and days. Weight is measured in ounces, pounds, and tons. Capacity is measured in cups, quarts, and gallons. May select estimate of size from among list of different numbers within same units (e.g., 1 inch, 1 foot, 10 inches, 10 feet).	<ul style="list-style-type: none"> <li>Estimate length in real-world problems using standard units.</li> <li>Estimate time in real-world problems using standard units.</li> <li>Estimate capacity in real-world problems using standard units.</li> <li>Estimate weight in real-world problems using standard units.</li> </ul>	<ul style="list-style-type: none"> <li>Show the ability to estimate numbers</li> <li>Use tools to measure in inches, feet, and yards</li> <li>Estimate lengths in inches, feet, and yards</li> <li>Show the ability to estimate numbers</li> <li>Use tools to measure time in minutes, hours, and days</li> <li>Estimate time in minutes, hours, and days</li> <li>Show the ability to estimate numbers</li> <li>Use tools to measure capacity in cups, quarts, and gallons</li> <li>Estimate capacity in cups, quarts, and gallons</li> <li>Show the ability to estimate numbers</li> <li>Use tools to measure weight in ounces, pounds, and tons</li> <li>Estimate weight in ounces, pounds, and tons</li> </ul>	estimate • standard units • feet • yard • cups • pints • quarts • gallons • ounces • pounds • tons • hours • minutes • quarter past • half past • quarter till	<ul style="list-style-type: none"> <li>About how many feet wide is your desk?</li> <li>About how much would a hippopotamus weigh? 10 ounces, 45 pounds, or 2 tons</li> <li>About how long are we in school each day? 30 hours, 7 hours, 13 hours</li> <li>About how much milk is in your carton at lunch? 1 gallon, 1 pint, 1 cup</li> <li>Will 1 quart of punch be enough to serve 16 students if they all drink one cup? Explain.</li> </ul>	
	3.M.2.1.3 <u>Tell time using digital and analog clocks using quarter hour and five minute intervals.</u>  CL: B Calc: NO Content Limit: Second hand not shown on clock face. Picture of analog clock is given and answer options show time on digital clock OR digital clock is shown and answer options are analog clocks.	<ul style="list-style-type: none"> <li>Tell time using digital and analog clocks using quarter hour and five minute intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Identify hour hand and minute hand</li> <li>Identify a colon and explain its use when showing time</li> <li>Count by fives</li> <li>Explain what a quarter of an hour means and show it on a clock</li> <li>Explain the concepts of quarter to and quarter after</li> <li>Tell time using digital and analog clocks using quarter hour and five minute intervals</li> </ul>	digital • analog • quarter to • quarter after • half past • thirty after • o'clock • colon	<ul style="list-style-type: none"> <li>What time does this clock show? (have a picture of analog and digital clocks)</li> <li>What are two ways to name this time? (show a clock with 9:45 - nine forty-five, quarter to ten)</li> </ul>	<a href="http://www.teachingtime.co.uk/draggames/sthec2.html">www.teachingtime.co.uk/draggames/sthec2.html</a> (game to match times) <a href="http://www.fi.edu/time/Unit/Journey/JustInTime/time_quiz.html">www.fi.edu/time/Unit/Journey/JustInTime/time_quiz.html</a> (online quiz) <a href="http://www.teachingtreasures.com.au/teaching-tools/Maths4-5/clock-flash/clock-flash-pop.html">www.teachingtreasures.com.au/teaching-tools/Maths4-5/clock-flash/clock-flash-pop.html</a> <a href="http://www.ixl.com/math/practice/grade-3-read-clocks-and-write-times">http://www.ixl.com/math/practice/grade-3-read-clocks-and-write-times</a> <a href="http://www.ixl.com/math/practice/grade-3-relate-time-units">www.ixl.com/math/practice/grade-3-relate-time-units</a> <a href="http://www.ixl.com/math/practice/grade-3-elapsed-time">www.ixl.com/math/practice/grade-3-elapsed-time</a> *Scott Foresman Chapter 4 *Everyday Math Unit 1
	3.M.2.1.4 Solve real-world problems related to time.  CL: F Calc: NO Content Limit: Times given in hours and minutes. No elapsed time problems. May add or subtract hours and minutes.	<ul style="list-style-type: none"> <li>Solve real-world problems related to time.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how addition and subtraction is used to solve real-world problems related to time</li> <li>Add and subtract hours and minutes in real-world situations (not passing the next hour)</li> <li>Solve real-world problems related to time</li> </ul>	real-world • A.M. • P.M. • midnight • noon • morning • afternoon	<ul style="list-style-type: none"> <li>John wakes up at 7:10. It takes him 35 minutes to get ready for school. What time does he leave for school?</li> <li>It is 8:23. What time was it 3 hours ago?</li> <li>Mary leaves her house at 6:40. It takes her 5 hours to drive to Salt Lake. What time will she arrive?</li> <li>Football practice starts at 9:25. It ends at 11:55. How long were they on the field?</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-3-reading-schedules">www.ixl.com/math/practice/grade-3-reading-schedules</a> *Scott Foresman Chapter 4 *Everyday Math Unit 1

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
	3.M.2.1.5 Identify relationships of length and time within the U.S. customary system and within the metric system.  CL: C Calc: NO Content Limit: Relationships may include: 12 inches = 1 ft, 3 ft = 1 yard, 100 cm = 1 meter, 60 seconds = 1 min, 60 min = 1 hr. No conversions.	<ul style="list-style-type: none"> <li>Identify relationships of length within the U.S. customary and the metric systems</li> <li>Identify relationships segments of time</li> </ul>	<ul style="list-style-type: none"> <li>Recall measurement equivalents: 12 inches = 1 ft, 3 ft = 1 yard, 100 cm = 1 meter  60 seconds = 1 min, 60 min = 1 hr. 15 minute blocks</li> </ul>	kilometer • meter • centimeter • mile • yard • feet • inch • hour • minute • second • customary • metric	<ul style="list-style-type: none"> <li>If you jumped one meter, how many centimeters did you jump?</li> <li>If your book is one foot wide, how many inches wide is it?</li> <li>If you watch a Sponge Bob episode that is one hour long, how many minutes did it take you to watch the show?</li> <li>John needs a board that is one yard long. How many feet long does the board need to be?</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-3-compare-and-convert-customary-units-of-length">www.ixl.com/math/practice/grade-3-compare-and-convert-customary-units-of-length</a> <a href="http://www.ixl.com/math/practice/grade-3-compare-and-convert-metric-units-of-length">www.ixl.com/math/practice/grade-3-compare-and-convert-metric-units-of-length</a> *Scott Foresman Chapter 4, 9, 12 *Everyday Math Units 1, 10
	3.M.2.1.6 State that there are 24 hours in a day, 7 days in a week, and 12 months in a year.  CL: B Calc: CN Content Limit: No conversions.	<ul style="list-style-type: none"> <li>State that there are 24 hours in a day, 7 days in a week, and 12 months in a year.</li> </ul>	<ul style="list-style-type: none"> <li>State the relationships of hours, days, weeks, months, and years 24 hours = 1 day 7 days = 1 week 12 months = 1 year</li> </ul>	months • year • week • day  <b>additional vocabulary not tested:</b> calendar	<ul style="list-style-type: none"> <li>If Michael lived in Malad, Idaho for one year, how many months did he live there?</li> <li>Mary will visit her grandmother in California for a week. How many days will Mary be with her grandmother?</li> <li>If we had a three day weekend, how many hours are you away from school?</li> <li>What month is three months before November?</li> </ul>	
	3.M.2.1.7 Use appropriate vocabulary.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Use appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate abbreviations for measurement units</li> <li>Communicate correct mathematical vocabulary</li> </ul>	see list above in. • ft. • yd. • mi. • cm • mm • km • c. • pt. • qt. • gal. • min. • hr. • yr. • degrees symbol • F (Fahrenheit) • C (Celsius) • oz. • lb. • mo. • wk.	<ul style="list-style-type: none"> <li>What does lb. mean?</li> <li>What does qt. mean?</li> <li>What does hr. mean?</li> </ul>	
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	No objectives at this grade level.					
Goal 2.3: Apply dimensional analysis.	No objectives at this grade level.					
<b>Standard 3: Concepts and Language of Algebra and Functions</b>						
Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.	3.M.3.1.1 Write a multiplication problem <u>vertically and horizontally</u> .  CL: C Calc: NO Content Limit: Whole number factors that are one- or two-digit numbers. Student is not required to find the product.	<ul style="list-style-type: none"> <li>Write a multiplication problem vertically and horizontally.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the relationship between vertical and horizontal problems</li> <li>Write multiplication problems both horizontally and vertically</li> </ul>	vertical • horizontal • equation • number sentence • equal sign (= & ____)	<ul style="list-style-type: none"> <li>Write &amp; solve a multiplication problem using these two factors, 4 and 2. Write it both vertically and horizontally.</li> </ul>	Scott Foresman Chapters 5, 6 Everyday Math Unit 4
	3.M.3.1.2 Write a number sentence using simple geometric shapes as symbols to represent an unknown number.  CL: C Calc: NO Content Limit: Information given in words to be rewritten as a number sentence that includes a symbol. Number sentence includes no more than one operation. Geometric symbols used limited to squares, rectangles, or triangles.	<ul style="list-style-type: none"> <li>Write a number sentence using simple geometric shapes as symbols to represent an unknown number.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that geometric symbols represent unknown numbers in number sentences</li> <li>Tell what number a geometric shape represents in a number sentence</li> <li>Write a number sentence using a geometric shape to represent an unknown number</li> </ul>	number sentence • symbol • geometric shape • unknown number	<ul style="list-style-type: none"> <li>Write a number sentence using the symbol <math>\Delta</math> so that it means 5.</li> <li><math>2 + x = 6</math> What number does x represent?</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-3-missing-factors-facts-to-12">www.ixl.com/math/practice/grade-3-missing-factors-facts-to-12</a> Scott Foresman Chapter 5, 6 Everyday Math Unit 4

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
	3.M.3.1.3 Write a fact family when given two addends. CL: D Calc: NO Content Limit: Whole number addends between 1 and 9, inclusive.	• Write a fact family when given two addends between 1-9.	• Identify fact families • Explain the relationship between addition and subtraction • Write a fact family when given two addends between 1-9.	fact family • addends • sum • difference	• Write a fact family using the addends, 8 and 6. • Write the fact family for this number sentence: $9-6=3$	www.ixl.com/math/practice/grade-2-properties-fact-families Scott Foresman Chapters 5,6 Everyday Math Unit 4
	3.M.3.1.4 Read and use symbols (<, >, =) to express relationships with numbers through 9,999. CL: C Calc: NO Content Limit: May compare results of expressions. Use whole numbers and expressions with no more than one operation. For addition and subtraction expressions, result may be up to 999. For multiplication, factors must be less than 10.	• Read and use symbols (<, >, =) to express relationships with numbers through 9,999.	• Identify the difference between <, >, and = • Use place value and value to compare numbers through 9,999 • Read and use the symbols <, >, and = • Compare expressions ( $9+5$ ___ $4+7$ ) using the symbols <, >, and =	greater than • less than • equal to • number sentence • place value • expression • compare	• Use <, >, and = to compare the following: $8,250$ ___ $8,250$ $7,102$ ___ $7,120$ $361$ ___ $316$ $9+2$ ___ $8+5$	www.ixl.com/math/practice/grade-3-comparing-numbers
Goal 3.2: Evaluate algebraic expressions.	3.M.3.2.1 Use the commutative property of multiplication. CL: C Calc: NO Content Limit: Factors may be one- or two-digit numbers. Student is not required to find the product.	• Use the commutative property of multiplication.	• Identify fact families • Explain multiplication using concrete materials (arrays, groups using manipulatives) • Explain the commutative property of multiplication	commutative property • fact family • factors • product • arrays	• $7 \times 5 = 5 \times$ ___ Draw an array or picture to show the commutative property for the above problem. Explain. • $6 \times 4 = 24$ so $24 = 6 \times ?$ Solve. • Build a block quilt (array) with the product of twelve using colored tiles.	www.ixl.com/math/practice/grade-3-properties-of-addition (this can still be related to multiplication) Scott Foresman 5-2
	3.M.3.2.2 Solve multiplication problems using the commutative property (e.g., If $24 \times 38 = 912$ , then what is $38 \times 24$ ?). CL: C Calc: NO Content Limit: Factors may be one- or two-digit numbers. Student is not required to find the product.	• Solve multiplication problems using the commutative property (e.g., If $24 \times 38 = 912$ , then what is $38 \times 24$ ?).	• Identify fact families • Explain multiplication using concrete materials (arrays, groups using manipulatives) • Explain the commutative property of multiplication • Solve multiplication problems using the commutative property	commutative property • fact family • factors • arrays	• $24 \times 38 = 912$ • What is $38 \times 24$ ? • Mary has three bags of jelly beans with 8 jelly beans in each bag. John has eight bags of jelly beans with 3 jelly beans in each bag. Who has more jelly beans? Explain.	www.ixl.com/math/practice/grade-3-properties-of-addition (this can still be related to multiplication) Scott Foresman 5-2
Goal 3.3: Solve algebraic equations and inequalities.	3.M.3.3.1 Solve missing addend equations. (290.03.a) CL: C Calc: NO Content Limit: Whole number addends with sums less than 100. Geometric symbols used to represent missing addend limited to squares, rectangles, or triangles.	• Solve missing addend equations.	• Identify fact families • Define sum and addend • Solve for the missing addend	addends • fact family • equations • missing addend • sum	• What is the missing addend? $5 +$ ___ $= 12$ • Alex has 6 marbles. His friend gives him more marbles. He now has 13 marbles. How many did his friend give him?	*Scott Foresman Chapter 2
Goal 3.4: Understand the concept of functions.	3.M.3.4.1 Extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition (e.g., add 3). CL: C Calc: NO Content Limit: Pattern includes numbers less than 100. Minimum of four terms of pattern must be given.	• Extend a growing arithmetic, numerical pattern (less than 100) when given a rule with a single operation of one digit addition (e.g., add 3).	• Identify pattern rules when given a list of numbers • Describe the rule for a pattern • Extend a pattern using a rule	rule • pattern • operation	• Continue this pattern. The rule is add 7. $21, 28, 35, 42,$ ____, ____, ____ • There are 6 stacks of blocks. The first stack is 4 blocks tall. Each stack has three more blocks than the previous stack. How many blocks are in the last stack? (use pictures or manipulatives)	www.ixl.com/math/practice/grade-3-time-patterns Scott Foresman Chapters 2, 3
	3.M.3.4.2 Use appropriate vocabulary. CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate vocabulary.	• Use the vocabulary correctly	see list above & district recommended vocab list		
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	No objectives at this grade level.					

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
Goal 3.6: Apply functions to a variety of problems.	No objectives at this grade level.					

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
<b>Standard 4: Concepts and Principles of Geometry</b>						
Goal 4.1: Apply concepts of size, shape, and spatial relationships.	3.M.4.1.1 Identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angles, squares, and three-dimensional shapes in environment, and develop vocabulary to describe the attributes.  CL: B, C, D Calc: NO Content Limit: Identify and compare only. Two-dimensional shapes limited to triangles, quadrilaterals (square and rectangle), and circles. Three-dimensional shapes limited to cubes, cones, spheres, cylinders, and pyramids.  'Analyze attributes ... and develop vocabulary to describe the attributes' to be assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Identify, compare, and analyze attributes of two-dimensional shapes, including right angles, squares</li> <li>Identify, compare, and analyze attributes of three-dimensional shapes, and identify three-dimensional shapes in environment</li> <li>Develop vocabulary to describe the attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Define vocabulary used to describe shapes</li> <li>Explain the attributes of two dimensional shapes (size, number of sides, length and width, angles)</li> <li>Compare the attributes of 2 two dimensional shapes</li> <li>Explain the attributes of three dimensional shapes (size, number of faces, length, height, and width)</li> <li>Define vocabulary used to describe shapes</li> <li>Compare the attributes of 2 three dimensional shapes</li> <li>Define vocabulary that describes attributes of geometric shapes</li> </ul>	right angles (90 degree angle) • two dimensional shapes • three dimensional shapes • face • edge • vertex/corner • sides • cone • cube • sphere • cylinder • sides • polygon • quadrilateral • parallel lines • perpendicular lines • attributes	<ul style="list-style-type: none"> <li>Compare the attributes of these triangles.</li> <li>Name this shape.</li> <li>Look around the room. Find an object that is a cylinder, etc.</li> <li>What is the difference between the computer monitor (cube) and the chalk board (rectangle)?</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-3-identify-planar-and-solid-shapes">www.ixl.com/math/practice/grade-3-identify-planar-and-solid-shapes</a> <a href="http://www.ixl.com/math/practice/grade-3-count-and-compare-sides-edges-faces-vertices">www.ixl.com/math/practice/grade-3-count-and-compare-sides-edges-faces-vertices</a> *Scott Foresman Chapter 8-1 to 8-6 *Everyday Math Units 3, 6
	3.M.4.1.2 Discuss sliding and flipping of two-dimensional shapes.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Discuss sliding and flipping of two-dimensional shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Define flip and slide</li> <li>Demonstrate how to flip and slide a two dimensional shape</li> </ul>	slide • flip • congruent	<ul style="list-style-type: none"> <li>Flip this shape.</li> <li>Slide this shape.</li> <li>Is b a flip or slide of d?</li> <li>Write the letter p on your paper. Flip it. What letter is it now? (b or q)</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-2-flip-turn-and-slide">http://www.ixl.com/math/practice/grade-2-flip-turn-and-slide</a> *Scott Foresman Chapter 8-9 *Everyday Math Unit 3, 6
	3.M.4.1.3 Identify vertical and horizontal lines of symmetry.  CL: B Calc: NO Content Limit: Limited to two-dimensional shapes or pictures. May identify no lines of symmetry, one vertical line of symmetry, one horizontal line of symmetry, or both vertical and horizontal lines of symmetry.	<ul style="list-style-type: none"> <li>Identify vertical and horizontal lines of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>Define symmetry</li> <li>Define vertical and horizontal</li> <li>Identify vertical and horizontal lines of symmetry</li> </ul>	vertical • horizontal • symmetry • line of symmetry • flip	<ul style="list-style-type: none"> <li>Is this a line of symmetry?</li> <li>Why or why not?</li> <li>Complete this picture to show the other half.</li> <li>How many lines of symmetry can you draw for this shape?</li> </ul>	<a href="http://www.ixl.com/math/practice/grade-3-symmetry">www.ixl.com/math/practice/grade-3-symmetry</a> <a href="http://www.mcrel.org/compendium/activityDetail.asp?activityID=175">www.mcrel.org/compendium/activityDetail.asp?activityID=175</a> (lesson with mirrors) *Scott Foresman Chapter 8-10 *Everyday Math Unit 3, 6
	3.M.4.1.4 Use appropriate vocabulary.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use the vocabulary correctly</li> </ul>	see list above & district recommended vocab list		
Goal 4.2: Apply the geometry of right triangles.	No objectives at this grade level.					

## Math - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Problems	Resources
Goal 4.3: Apply graphing in two dimensions.	3.M.4.3.1 Identify the point of final destination given directions for movement on a <u>positive number line</u> .  CL: C Calc: NO Content Limit: Movement described may include sequence of no more than two directions as addition or subtraction. Each successive move must remain in positive portion of number line. Dot must be used to indicate the starting point on given graphic of number line.	• Identify the point of final destination given directions for movement on a positive number line.	<ul style="list-style-type: none"> <li>Find a point on a number line</li> <li>Move forward and back on a number line using addition and subtraction</li> <li>Identify the final destination given directions for movement on a positive number line</li> </ul>	number line • final destination • starting point	<ul style="list-style-type: none"> <li>Draw a number line from 0 to 15. Place your starting point on 2. Add 9. Then subtract 3. What is your final destination?</li> <li>Draw a number line from 0-12. Place your starting point on 6. Move 3 to the right. Then move 8 to the left. What is your final destination?</li> </ul>	<a href="http://www.eduplace.com/kids/mw/manip/mn_3.html">www.eduplace.com/kids/mw/manip/mn_3.html</a> (number line) *Math Minute (Creative Teaching Press) Minutes 2, 4, and 6
<b>Standard 5: Data Analysis, Probability, and Statistics</b>						
Goal 5.1: Understand data analysis.	3.M.5.1.1 <u>Interpret information found in tables, bar graphs, and charts.</u>  CL: D Calc: NO Content Limit: Total number on tables and bar graphs will not exceed 100. Scales are in increments of 1, 2, or 5. Graphics may have at most four data categories. Bar graphs may be vertical or horizontal. Pictograph may be used as type of bar graph.	• Interpret information found in tables, bar graphs, and charts.	<ul style="list-style-type: none"> <li>Identify the parts of a graph (title, scale, labels, data, key)</li> <li>Compare data using words such as more than or less than</li> <li>Interpret information in tables, bar graphs, and charts</li> </ul>	table • bar graph • tally chart • survey • chart/graph • data • pictograph • scale • vertical • horizontal • categories • key • title • more than • less than	<ul style="list-style-type: none"> <li>Show the students a pictograph. Ask questions such as: What is the title? How many ____ does a picture represent? Which ____ has the most? What is the sum of ____ and ____? How would this graph change if ____ more people chose ____? How many more people chose ____ instead of ____?</li> </ul>	<a href="http://www.bbc.co.uk/schools/ks2bitesize/maths/handling_data.shtml">www.bbc.co.uk/schools/ks2bitesize/maths/handling_data.shtml</a> (interactive) <a href="http://www.ixl.com/math/practice/grade-3-pictographs">www.ixl.com/math/practice/grade-3-pictographs</a> <a href="http://www.ixl.com/math/practice/grade-3-interpret-data-in-tables">www.ixl.com/math/practice/grade-3-interpret-data-in-tables</a> <a href="http://www.ixl.com/math/practice/grade-3-reading-schedules">www.ixl.com/math/practice/grade-3-reading-schedules</a> *Scott Foresman Chapter 4 Excel Math every fifth lesson
	3.M.5.1.2 Use appropriate vocabulary.  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.		<ul style="list-style-type: none"> <li>Use the vocabulary correctly</li> </ul>	see list above & district recommended vocab list		
Goal 5.2: Collect, organize, and display data.	3.M.5.2.1 <u>Collect, organize, and display data in tables, charts, or bar graphs in order to answer a question.</u>  CL: C Calc: NO Content Limit: Given data, choose a display. Total number on tables and bar graphs will not exceed 100. Scales are in increments of 1, 2, or 5. Graphics may have at most four data categories. Bar graphs may be vertical or horizontal. Pictograph and tally tables may be used as types of bar graphs. 'Collect' to be assessed in the classroom, not on the ISAT.	• Collect, organize, and display data in tables, charts, or bar graphs in order to answer a question.	<ul style="list-style-type: none"> <li>Identify the parts of a graph (title, scale, labels, data, key)</li> <li>Define appropriate vocabulary</li> <li>Collect data using a survey or other source</li> <li>Organize data in a table</li> <li>Create a graph which has all the parts</li> </ul>	table • bar graph • tally • survey • chart/graph • data • pictograph • scale • vertical • horizontal • title • labels • key	<ul style="list-style-type: none"> <li>In your group survey the students about their favorite season. Make a graph to show the data. Make sure you include a title, labels, scale, and key.</li> <li>In your group survey the students about their favorite color. Collect the information using a tally chart. Then create a bar graph showing your data. (Students can also come up with their own question to survey.)</li> </ul>	<a href="http://www.eduref.org/Virtual/Lessons/Mathematics/Arithmetic/ATH0015.html">www.eduref.org/Virtual/Lessons/Mathematics/Arithmetic/ATH0015.html</a> (M&M activity) *Scott Foresman Chapter 4 *Everyday Math Unit 10
Goal 5.3: Apply simple statistical measurements.	No objectives at this grade level.					
Goal 5.4: Understand basic concepts of probability.	No objectives at this grade level. Introduced in 4th grade.					
Goal 5.5: Make predictions or decisions based on data.	3.M.5.5.1 <u>Make predictions based on data.</u>  CL: Calc: Content Limit: Assessed in the classroom, not on the ISAT.	• Make predictions based on data.	<ul style="list-style-type: none"> <li>Read and interpret the data on a graph</li> <li>Identify patterns or trends in the data</li> <li>Make predictions based on data</li> </ul>	predictions • data trends • patterns	<ul style="list-style-type: none"> <li>Show a bar graph of favorite ice cream flavors. Based on the graph if a new student came to our class, what would most likely be his or her favorite flavor.</li> <li>In a group spin your spinner 10 times and record the outcomes in a tally chart. Using this data to predict what the outcome will be on the next spin.</li> <li>Look at the pattern on the board. Predict what shape or color will come next.</li> </ul>	Scott Foresman Chapter 4, 12 Everyday Math Unit 11
<b>General third grade math resources for students</b>						
<b>General third grade math resources for teachers</b>						