

## Wylie ISD Curriculum

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| <b>Subject Area</b>   | Math  | <b>Bundle #:</b>   | 1   |
| <b>Grade/Level</b>  | 3   | <b>Weeks:</b>  | 1-3 |
| <b>Overview</b>   |   |  |     |
| <b>Place Value</b> Comparing and Ordering (number lines), Decompose and Compose Numbers   |   |  |     |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |   |  |     |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>  |     |
| <b>3.1 Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:</b>     | <b>3.1A use place value to read, write, (in symbols and words), and describe the value of whole numbers through 999,999</b> | Including but not limited to: <ul style="list-style-type: none"> <li>• distinguish the difference between a digit and a number</li> <li>• convert, write or describe between standard and written notation through 999,999</li> <li>• convert, write, or describe between standard and expanded notation (ex. 7,094 = 7,000 + 90 + 4)</li> <li>• describe place and value (ex. 31, <u>4</u>65 - the four is in the hundreds place and the value is 400)</li> </ul>   |     |
|   | <b>3.1B use place value to compare and order whole numbers through 9,999.</b>   | Including but not limited to: <ul style="list-style-type: none"> <li>• compare and order numbers through 9,999 using comparative symbols and words greater than(&gt;), less than(&lt;), and equal(=)</li> <li>• describe place and value (ex. 31, <u>4</u>65 - the four is in the hundreds place and the value is 400)</li> <li>• sequence number or words associated with numbers</li> <li>• use large numbers in context</li> <li>• create a number smaller, in-between, or larger than given numbers</li> </ul> |     |
| <b>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. The student is expected to:</b> | <b>3.14D use tools such as real objects, manipulatives, and technology to solve problems</b>                                | 3.14D <ul style="list-style-type: none"> <li>• use tools such as real objects, manipulatives, and technology (calculators and computers) within all TAKS objectives 1-5</li> <li>• represent from concrete to written computation</li> <li>• explore with manipulatives or pictures</li> <li>• represent equations symbolically or numerically</li> <li>• use tools to justify answer</li> </ul>   |     |

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|  | <b>3.14A identify the mathematics in everyday situations.</b>                     | 3.14A <ul style="list-style-type: none"><li>• incorporate real life experiences within all TAKS Objectives 1-5</li><li>• create problems or graphs when given mathematical information or expressions</li></ul>   |
|  | <b>3.16A justify why an answer is reasonable and explain the solution process</b> | 3.16A <ul style="list-style-type: none"><li>• justify why an answer is reasonable and explain the solution process within all TAKS objectives 1-5</li><li>• justify and prove their solutions orally with peers and classroom discussions<br/>justify and prove solutions with pictures, concrete objects, and/or numbers</li></ul> |

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| <b>Subject Area</b>   | Math  | <b>Bundle #:</b>  | 2   |
| <b>Grade/Level</b>  | 3   | <b>Weeks:</b>   | 4-6 |
| <b>Overview</b>   |   |   |     |
| <b>Addition and subtraction</b> (pictures, words, numbers) and problem solving with addition and subtraction  |   |   |     |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |   |   |     |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>   |     |
| <b>3.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers.</b>  | <b>3.3 A model addition and subtraction using pictures, words, and numbers.</b>   | Including but not limited to: <ul style="list-style-type: none"> <li>• model addition and subtraction together involving whole numbers through 999</li> <li>• use multiple strategies to solve addition and subtraction problems</li> <li>• recognize that addition and subtraction are inverse operations and of the same fact family Ex: <math>17-8 = ?</math><br/><math>17 - ? = 9</math>   <math>? - 8 = 9</math></li> <li>• represent and use whole numbers in flexible ways by composing and decomposing numbers</li> </ul> |     |
|   | <b>3.3B Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</b>   | Including but not limited to: <ul style="list-style-type: none"> <li>• Use addition to solve problems involving whole numbers through 999.<br/><b>Subtraction of Whole Numbers</b></li> <li>• Use subtraction to solve problems involving whole numbers through 999.</li> <li>• Solve addition and subtraction problems.</li> </ul>   |     |
| <b>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.</b> | <b>3.14C Select or develop an appropriate problem-solving 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.</b> | <ul style="list-style-type: none"> <li>• read, interpret, and assess the problem for the known, extraneous and unknown information</li> <li>• explore solving the problem using different strategies</li> <li>• communicate problem solving strategy orally and in journals</li> <li>• record and communicate with pictures, numbers and symbols</li> </ul>   |     |
| <b>3.15 A student communicates about grade three mathematics using informal language. The student is expected to:</b>   | <b>3.15B Relate informal language to mathematical language and symbols</b>  | describe the process orally and in words  |     |

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| <b>Subject Area</b>  | Math  | <b>Bundle #:</b>  | 3   |
| <b>Grade/Level</b>   | 3   | <b>Weeks:</b>   | 7-9 |
| <b>Overview</b>  |   |   |     |
| <b>Round whole numbers, compatible numbers, estimation, value of a collection of money</b>   |   |   |     |
| <b>TEKS - Texas Knowledge &amp; Skills</b>   |   |   |     |
| <b>Knowledge &amp; Skill Statement</b>   | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>   |     |
| <p><b>3.5 <i>Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:</i></b></p> | <p><b>3.5A Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.</b></p>           | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• round to estimate reasonable answers before solving problem situations (single digit numbers are not rounded)</li> <li>• verify problem solving solutions by using rounding or estimation to show answers are reasonable</li> <li>• demonstrate the difference between rounding (to a specific place value) and estimating (using numbers that are easy to compute to determine a reasonable solution)</li> <li>• apply strategies according to real world problems including                             <ul style="list-style-type: none"> <li>○ Addition and subtraction of 2 numbers: Round to the highest place value of the smallest number used in computation (237-46 would be 240-50)</li> <li>○ Multiplication and division: Front end estimation - round to the highest place value of each number (42 x 5 would be 40 x 5) Question for Region 13</li> </ul> </li> </ul> |     |
|  | <p><b>3.5B Use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.</b></p> | <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• use various strategies to estimate solutions to addition and subtraction of problems</li> <li>• emphasize estimating before solving problem situations</li> <li>• use the strategy of rounding in addition and subtraction</li> </ul>   |     |

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|  |  | <ul style="list-style-type: none"> <li>○ round before computation in real life situations</li> <li>○ do not round numbers that are single digits</li> <li>○ round to the highest place value of the smallest number used in computation             <ul style="list-style-type: none"> <li>▪ Ex: <math>376 + 68 = 380 + 70</math></li> <li>▪ Ex: <math>376 - 98 = 380 - 100</math></li> </ul> </li> <li>• use the strategy of compatible numbers in addition and subtraction             <ul style="list-style-type: none"> <li>○ numbers that are easy to compute mentally (do not always end in 0)                 <ul style="list-style-type: none"> <li>▪ Ex: <math>25 + 46 + 75</math><br/>could be <math>(25 + 75) + 46</math><br/><math>= 146</math></li> <li>• Ex: <math>78 + 96</math><br/>could be <math>78 + 100</math> or <math>75 + 100</math></li> </ul> </li> <li>○ relate answers to a range of numbers or a number less than or greater than a given value                 <ul style="list-style-type: none"> <li>▪ Ex: greater than 70, between 30 and 50, or less than 70, etc.</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;"><b>Round Whole Numbers to Approximate Reasonable Results in Addition and Subtraction Problem Situations</b></p> <ul style="list-style-type: none"> <li>• Use strategies including rounding to estimate solutions to addition problems.</li> </ul> |
| <p><b><i>3.1 Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is</i></b></p> | <p><b>3.1C Determine the value of a collection of coins and bills.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• represent currency in various ways including:             <ul style="list-style-type: none"> <li>○ Penny      \$0.01, 1¢, 1 cent</li> <li>○ Nickel     \$0.05, 5¢, 5 cents</li> <li>○ Dime       \$0.10, 10¢, 10 cents</li> <li>○ Quarter    \$0.25, 25¢, 25 cents</li> </ul> </li> </ul>   |

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| <p><i>expected to:</i></p>   |  | <ul style="list-style-type: none"> <li>○ Half-dollar \$0.50 50¢, 50 cents</li> <li>○ Dollar bills \$1, \$5, \$10 and \$20</li> <li>• determine value of collections up to a dollar and greater than one dollar (mixed coins, mixed bills only, and mixed coins and mixed bills) including both sides of the currency</li> <li>• recognize coins from the front or back of the coin</li> </ul> |
| <p><b>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. The student is expected to:</b></p> | <p><b>3.14A identify the mathematics in everyday situations.</b></p>   | <ul style="list-style-type: none"> <li>• create problems or graphs when given mathematical information or expressions</li> </ul>  |
|  | <p><b>3.14B solve problems that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</b></p> | <ul style="list-style-type: none"> <li>• read, interpret, and assess the problem for the known and unknown information</li> <li>• explore solving the problem using manipulatives or pictures</li> <li>• communicate problem solving strategy orally and in journals</li> </ul>   |
| <p><b>3.16 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:</b></p>  | <p><b>3.16A make generalizations from patterns or sets of examples and non-examples</b></p>  | <ul style="list-style-type: none"> <li>• analyze solutions to determine non-examples of money amounts</li> </ul>  |
|  | <p><b>3.16B Justify why an answer is reasonable and explain the solution process.</b></p>  | <ul style="list-style-type: none"> <li>• justify and prove their solutions orally with peers and classroom discussions</li> </ul>   |

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| <b>Subject Area</b>   | Math  | <b>Bundle #:</b>  | 4     |
| <b>Grade/Level</b>  | 3   | <b>Weeks:</b>   | 10-12 |
| <b>Overview</b>   |   |   |       |
| <b>Multiplication to 12x12 with concrete models and objects</b>   |   |   |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |   |   |       |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>   |       |
| <b>3.6 The student uses patterns to solve problems. The student is expected to:</b>   | <b>3.6B Identify patterns in multiplication facts using concrete objects, pictorial models, and technology.</b> | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• investigate various strategies to identify patterns in multiplication facts</li> <li>• recognizes relationship between skip counting and multiplication</li> <li>• understand the commutative property of multiplication</li> <li>• relates the patterns observed to repeated addition, multiples or a rule</li> </ul>  |       |
| <b>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:</b> | <b>3.4A Learn and apply multiplication facts 12 x 12 using concrete models and objects.</b>                     | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• create various concrete models (including arrays) to help learn multiplication facts                             <ul style="list-style-type: none"> <li>○ investigate the relationship of the dimensions (rows and columns) to the factors of a given number</li> <li>○ investigate the area of the model to the product of the factors</li> <li>○ distinguish between 3 x 8 and a 8 x 3 array (row vs column)</li> </ul> </li> <li>• create various models of objects to help learn multiplication facts                             <ul style="list-style-type: none"> <li>○ 3 groups of 4 and 4 groups of 3 represent different sets</li> <li>○ 3 groups of 4 and 4 groups of 3 represent the factors of the same product</li> </ul> </li> <li>• interpret multiplication as repeated addition or multiples</li> <li>• relate different models (including 4x3 and 3x4 and 6 x 2 and 2 x 6 and 1 x 12 and 12 x 1) as equivalent products (different factors of the same product)</li> <li>• use correct terminology when describing models</li> <li>• examine the relationship of fact families associating the relationship of multiplication to division</li> </ul> |       |

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|   |  | <ul style="list-style-type: none"> <li>develop various multiplication strategies to help recall and apply multiplication facts</li> </ul>   |
| <b>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. The student is expected to:</b> | <b>3.14D Use tools including real objects, manipulatives, and technology to solve problems.</b>  | <ul style="list-style-type: none"> <li>read, interpret, and assess the problem for the known and unknown information</li> <li>understand the questions being asked</li> <li>explore solving the problem using manipulatives or pictures</li> <li>record and communicate with pictures, numbers and symbols</li> <li>read, interpret, and assess the problem for the known, extraneous and unknown information</li> <li>explore solving the problem using different strategies</li> <li>represent from concrete to written computation</li> <li>explore with manipulatives or pictures</li> <li>represent equations symbolically or numerically</li> </ul> |
|   | <b>3.14B Solve problems that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</b>   |   |
|   | <b>3.14C 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.</b> |   |
|   | <b>3.14A Identify the mathematics in everyday situations.</b>  |   |

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| <b>Subject Area</b>  | Math   | <b>Bundle #:</b>  | 5     |
| <b>Grade/Level</b>   | 3  | <b>Weeks:</b>   | 13-15 |
| <b>Overview</b>  |  |   |       |
| <b>Multiplication, Division and Fact Families</b>  |  |   |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>   |  |   |       |
| <b>Knowledge &amp; Skill Statement</b>   | <b>Student Expectation</b>   | <b>Student Learning Outcome Clarification</b>   |       |
| <p><b>3.4 Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:</b></p> | <p><b>3.4B Solve and record multiplication problems (up to 2 digits by 1 digit).</b></p>                   | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>▪ apply various multiplication strategies to problem solve</li> <li>▪ convert word “dozen” to its known quantity “12”<br/>(week equals 7 days; half-dozen equals 6; etc)</li> <li>▪ extract necessary information needed to solve multi-step problems (ignoring extraneous information) and recognizes the operation(s) needed to solve and checks for reasonableness</li> <li>• Solve multiplication problems.</li> </ul>   |       |
|  | <p><b>3.4C use models to solve division problems and use number sentences to record the solutions.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• understands that division represents sharing equally or forming equal groups</li> <li>• extract necessary information needed to solve the problem (ignoring extraneous information) and recognizes the operation(s) needed to solve and checks for reasonableness</li> <li>• use various strategies to solve problems involving division( 1 digit divisor and 2 digit dividends) using various strategies</li> <li>• create number sentences that represent their models</li> <li>• demonstrate connection that multiplication and division are inverse operations</li> <li>• interpret multiplication and division as working with equal groupings (a factor and a divisor</li> </ul> |       |

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|   |   | <p>represent equal groupings)<br/> ex: <math>3 \times 7</math> would be 3 equal groups of 7<br/> <math>3 \times 7 = 21</math> so <math>21 \div 7</math> is 3 equal groups of 7</p> <ul style="list-style-type: none"> <li>convert word "dozen" to its known quantity "12" (week equals 7 days; half-dozen equals 6; etc)</li> </ul> <p>Division with Models</p> <ul style="list-style-type: none"> <li>Use models to solve division problems and use number sentences to record the solutions.</li> </ul>  |
| <p><b>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:</b></p> | <p><b>3.6C identify patterns in related multiplication and division sentences (fact families including <math>2 \times 3 = 6</math>, <math>3 \times 2 = 6</math>, <math>6 \div 2 = 3</math>, <math>6 \div 3 = 2</math>).</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>generate all members of a fact family given one fact family using patterns</li> <li>recognize related multiplication and division facts in equations by completing the unknown factor, product, divisor, dividend, or quotient <ul style="list-style-type: none"> <li><math>2 \times 3 = ?</math></li> <li><math>2 \times ? = 6</math></li> <li><math>? \div 3 = 2</math></li> <li><math>6 \div ? = 3</math></li> </ul> </li> <li>understand multiplication is for joining and division is for separating</li> <li>recognizes that multiplication and division are inverse relationships</li> <li>recognize that commutative property only works in multiplication and addition</li> <li>Identify how repeated subtraction can be used to solve division problems.</li> </ul> |
| <p><b><i>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.. The student is expected to:</i></b></p>     | <p><b>3.16A Make generalizations from patterns or sets of examples and non-examples.</b></p>  | <ul style="list-style-type: none"> <li>generalization from patterns or sets of examples</li> <li>analyze the pattern, examples, or non-examples to make a prediction or an</li> </ul>  |

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| <p><b><i>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. The student is expected to:</i></b></p> | <p><b>3.14A Identify the mathematics in everyday situations.</b></p>   | <p>assumption</p> <ul style="list-style-type: none"> <li>• justify why an answer is reasonable and explain the solution process</li> <li>• create problems or graphs when given mathematical information or expressions</li> <li>• read, interpret, and assess the problem for the known and unknown information</li> <li>• explore solving the problem using manipulatives or pictures</li> <li>• communicate problem solving strategy orally and in journals</li> <li>• use tools including real objects, manipulatives, and technology</li> <li>• represent from concrete to written computation</li> <li>• explore with manipulatives or pictures</li> <li>• represent equations symbolically or numerically</li> </ul> |
|   | <p><b>3.14D Use tools such as real objects, manipulatives, and technology to solve problems</b></p>          |   |
| <p><b><i>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to:</i></b></p>  | <p><b>3.15A explain and record observations using objects, words, pictures, numbers, and technology.</b></p> |   |

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| <b>Subject Area</b>   | Math   | <b>Bundle #:</b>  | 6     |
| <b>Grade/Level</b>  | 3  | <b>Weeks:</b>   | 16-18 |
| <b>Overview</b>   |  |   |       |
| <b>Geometric Figures, Symmetry, Congruence, area and perimeter</b>  |  |   |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |  |   |       |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>   | <b>Student Learning Outcome Clarification</b>   |       |
| <p><b>3.8 Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to:</b></p> | <p><b>3.8 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 geometric vocabulary.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>identify, classify, and describe attributes of two- and three-dimensional figures when given a variety of models, everyday objects and nets</li> <li>compare and contrast two-dimensional figures, three-dimensional figures or both according to attributes (include nets) describing similarities and differences using formal geometric vocabulary</li> </ul> <p>NOTE:</p> <ul style="list-style-type: none"> <li>"Describe attributes" of geometric figures is 2<sup>nd</sup> grade</li> <li>"Comparing" geometric figures is a new concept for 3<sup>rd</sup></li> <li>3rd grade: provide nets (a solid "unfolded"; a flat 2-dimensional figure that can be folded to create a 3 dimensional shape); fold to make solid; do not create nets</li> </ul> <p>Identify Two- and Three-Dimensional Geometric Figures</p> <ul style="list-style-type: none"> <li>Identify two-dimensional geometric figures such as triangles, quadrilaterals, pentagons, hexagons, and octagons.</li> <li>Identify quadrilaterals such as square-rectangles, rectangles, trapezoids, rhombi, and parallelograms.</li> <li>Identify three-dimensional geometric figures such as cones, cylinders, cubes, prisms, and pyramids.</li> </ul> |       |

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| <p><b>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. The student is expected to:</b></p> | <p><b>3.11B Use standard units to find the perimeter of a shape.</b></p>   | <p align="center"><b>Identify Congruent Two-Dimensional Figures</b></p> <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• identifies the correct tools to determine perimeter</li> <li>• identifies correct labels using standard units - linear measure</li> <li>• customary and Standard International = SI (metric)</li> <li>• identifies what concept of perimeter is being asked in real life situations (ex: lace needed to go around the edge of the rectangular table cloth)</li> <li>• verbally describes how to calculate the perimeter of a given object</li> <li>• calculates perimeter of a shape when given a pictorial model or composite shape</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• perimeter (units)             <ul style="list-style-type: none"> <li>○ customary – mile, yard, foot, inch</li> <li>○ metric – millimeter, centimeter, meter, &amp; kilometer</li> </ul> </li> <li>• linear measure</li> </ul> |
|   | <p><b>3.11C Use concrete and pictorial models of square units to determine the area of two-dimensional surfaces.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>○ identifies the correct tools to determine area</li> <li>○ identifies correct labels using standard units - square units</li> <li>○ identifies when the concept of area is being asked in a real life situations (ex: the amount of carpet need to cover the square dining room)</li> <li>○ verbally describes how to calculate the area of a given object</li> <li>○ calculates area of two-dimensional models of square units (ex: counting tiles)</li> </ul>  |

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|   |  | <p>NOTE: Area and the use of the ruler is new for 3rd grade</p> <ul style="list-style-type: none"> <li>• Area is a 2nd grade concept but only using non-standard measurement.</li> </ul>   |
| <p><b>3.9 Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:</b></p> | <p><b>3.9A Identify congruent two-dimensional figures</b></p>  | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• identify congruent two-dimensional figures using a variety of strategies(ex: cut and compare, patty paper, measuring, etc)</li> <li>• identify congruent figures by using the concept of congruent, same size and shape</li> <li>• recognize shapes that are congruent but may have different orientations</li> </ul> <p>Note: Congruent is a new concept for 3rd grade</p>   |
|   | <p><b>3.9B Create two-dimensional figures with lines of symmetry using concrete models and technology.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>○ use concrete models to create two-dimensional figures with lines of symmetry</li> <li>○ use technology to create two-dimensional figures with lines of symmetry</li> <li>○ demonstrate that a line of symmetry forms reflected shapes that are congruent</li> </ul> <p>Note: Symmetry is a new concept for 3rd grade</p>  |
|   | <p><b>3.9C Identify lines of symmetry in two-dimensional geometric figures</b></p>                             | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>○ identify all possible lines of symmetry in two-dimensional figures by using a variety of strategies(mirrors, reflections, patty paper, folding the figure over the line of symmetry, etc)</li> <li>○ identify different types of lines of symmetry that produce reflected, congruent shapes             <ul style="list-style-type: none"> <li>○ horizontal</li> <li>○ vertical</li> <li>○ diagonal</li> </ul> </li> </ul> <p>Note: Symmetry is a new concept for 3rd grade</p> |

## Wylie ISD Curriculum

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| <b>Subject Area</b>  | Math   | <b>Bundle #:</b>   | 7     |
| <b>Grade/Level</b>   | 3  | <b>Weeks:</b>  | 19-21 |
| <b>Overview</b>  |  |  |       |
| <b>Tables and Patterns</b>   |  |  |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>   |  |  |       |
| <b>Knowledge &amp; Skill Statement</b>   | <b>Student Expectation</b>   | <b>Student Learning Outcome Clarification</b>  |       |
| <b>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:</b>                                     | <b>3.6A Identify and extend whole number and geometric patterns to make predictions and solve problems</b>             | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• identify patterns that increase or decrease using concrete objects, pictorials, geometric shapes, sequence, tables, and real-life situations</li> <li>• investigate even and odd patterns using addition, subtraction, multiplication and division</li> <li>• whole-number patterns and geometric patterns                             <ul style="list-style-type: none"> <li>○ identify the pattern</li> <li>○ describe the pattern using mathematical words, numbers and symbols</li> <li>○ predict the missing number in the sequence or pattern</li> <li>○ solve problems involving whole number patterns</li> </ul> </li> </ul> |       |
| <b>3.7 Patterns, relationships and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:</b> | <b>3.7A Generate a table of paired numbers based on a real-life situation such as insects and legs.</b>                | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• generate a table (with process column) of paired numbers based on real-life applications</li> <li>• demonstrate work with tables (horizontal or vertical) of related number pairs that may not begin with one and/or may not be sequential</li> <li>• use appropriate labels for the table</li> </ul> <p>NOTE: generating a table is a new concept for 3rd Grade</p>   |       |
|  | <b>3.7B Identify and describe patterns in a table of related number pairs based on a meaningful problem and extend</b> | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• identify patterns in a table (vertical or horizontal) of related number pairs based on a meaningful</li> </ul>   |       |

## Wylie ISD Curriculum

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|  | <p><b>the table.</b></p>   | <p>problem</p> <ul style="list-style-type: none"> <li>• investigates the relationship between the related pair numbers</li> <li>• describe the pattern "What's the rule?" using mathematical words, numbers and symbols</li> <li>• complete pattern (missing data may be at beginning, middle or end)</li> <li>• extend the pattern based upon the relationship observed</li> <li>• use reasonableness to verify solution</li> <li>• Extend patterns in a table of related number pairs.</li> <li>• Use an appropriate problem-solving strategy such as looking for a pattern to solve problems.</li> </ul> |
| <p><b>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.. The student is expected to:</b></p>   | <p><b>3.16A Make generalizations from patterns or sets of examples and non-examples.</b></p>   | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• analyze the pattern, examples, or non-examples to make a prediction or an assumption</li> </ul>  |
| <p><b>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. The student is expected to:</b></p> | <p><b>3.14C Select or develop an appropriate problem-solving 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.</b></p> | <ul style="list-style-type: none"> <li>• read, interpret, and assess the problem for the known, extraneous and unknown information</li> <li>• understand the questions being asked</li> <li>• explore solving the problem using different strategies</li> <li>• communicate problem solving strategy orally and in journals</li> </ul>  |

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| <b>Subject Area</b>  | Math  | <b>Bundle #:</b>  | 8     |
| <b>Grade/Level</b>   | 3   | <b>Weeks:</b>   | 22-24 |
| <b>Measurement</b> (time, temperature, capacity, length, mass, weight, volume)   |   |   |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>   |   |   |       |
| <b>Knowledge &amp; Skill Statement</b>   | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>   |       |
| <b>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. The student is expected to:</b> | <b>3.11A Use linear measurement tools to estimate and measure lengths using standard units.</b> | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• identifies tools to measure length:</li> <li>• estimates lengths prior to measuring</li> <li>• demonstrates measurement using a variety of different units and tools</li> <li>• measure using different starting point on measuring tools</li> </ul> NOTE: <ul style="list-style-type: none"> <li>▪ Standard units, perimeter and the use of the ruler is new for 3<sup>rd</sup> grade</li> <li>▪ Perimeter is a 2<sup>nd</sup> grade concept but only using non-standard measurements.</li> <li>• Practice use of the Mathematics TAKS Chart for ruler</li> <li>• Use standard units to estimate lengths.</li> </ul> |       |
| <b>3.12 Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:</b>   | <b>3.12B Tell and write time shown on analog and digital clocks.</b>                            | <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>○ tells time to the minute</li> <li>○ recognizes time shown on a clock between two given times</li> <li>○ write time using words and numbers               <ul style="list-style-type: none"> <li>○ quarter to five</li> <li>○ quarter until five</li> <li>○ 4:45</li> <li>○ four forty-five</li> <li>○ fifteen minutes until five</li> </ul> </li> </ul> NOTE: 2nd grade reads and writes time in five-minute increments on both analog and digital clocks   |       |
|  | <b>3.12A Use a thermometer to measure temperature.</b>  | <b>Including but not limited to:</b>  |       |

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|  |  | <ul style="list-style-type: none"> <li>○ conduct hands-on experiments measuring various temperatures</li> <li>○ describe the temperatures using the appropriate label of Fahrenheit degrees</li> <li>○ associate thermometer with a number line and understands that the increments may vary on different thermometers (can vary by increments of 1, 2, 5, 10 etc)</li> <li>○ compare temperatures over time</li> </ul> <p>NOTE: Prior to 3rd grade students only read thermometers. 3rd grade is the first time to actually measure Fahrenheit temperatures</p>  |
|  | <p><b>3.11D Identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>▪ use concrete models to approximate weights/mass of objects with labels<br/>examples: <ul style="list-style-type: none"> <li>○ beans - approximately an ounce (customary unit)</li> <li>○ penny - approximately a gram (SI metric unit)</li> </ul> </li> <li>▪ measure weight/mass using concrete models that approximate standard units</li> <li>▪ identifies when the concept of weight/mass is being asked in a real life situations (ex: a penny is about a _____)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>○ Weight/mass are new concepts. The difference between weight and mass is a 4th grade TEK (see 4.11E).</li> <li>○ Concept would have to be tested as a pictorial but may not because TEK is concrete on TAKS</li> </ul> |
|  | <p><b>3.11E Identify concrete models that approximate standard units for capacity and use them to measure capacity.</b></p>      | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• identify tools (customary and metric)to measure <b>capacity</b></li> <li>• approximates measurement before actually measures</li> <li>• identifies when the concept of capacity is being asked in a</li> </ul>   |

## Wylie ISD Curriculum

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|  |  | <p>real life situations (ex: a large cardboard carton of milk is about a _____)</p> <p><b>Measure Capacity Using Concrete Models that Approximate Standard Units of Capacity</b></p> <ul style="list-style-type: none"> <li>Measure capacity using concrete models that approximate standard units of capacity</li> </ul>  |
|  | <p><b>3.11F Use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>explores by building 3-dimensional objects shapes and filling them with cubes (rectangular prisms including square prisms-cubes)</li> <li>appropriately labels approximate volume as cubic units</li> </ul> <p>NOTE:</p> <ul style="list-style-type: none"> <li>Volume is taught concretely and pictorially and is a new concept for 3rd grade</li> <li>Concept would have to be tested as a pictorial but may not because TEK is concrete on TAKS</li> </ul> |
| <p><b>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to:</b></p>  | <p><b>3.15A explain and record observations using objects, words, pictures, numbers, and technology.</b></p>   | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>describe the process orally and in words using journal writing/drawing</li> </ul>   |
| <p><b>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.. The student is expected to:</b></p>   | <p><b>3.16B justify why an answer is reasonable and explain the solution process.</b></p>  | <ul style="list-style-type: none"> <li>justify and prove their solutions orally with peers and classroom discussions</li> <li>justify and prove solutions with pictures, concrete objects, and/or numbers</li> </ul>   |
| <p><b>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. The student is expected to:</b></p> | <p><b>3.14A identify the mathematics in everyday situations.</b></p>   | <ul style="list-style-type: none"> <li>create problems or graphs when given mathematical information or expressions</li> <li>represent from concrete to written computation</li> </ul>   |
|  | <p><b>3.14D use tools including real objects, manipulatives, and technology to solve problems.</b></p>   | <ul style="list-style-type: none"> <li>explore with manipulatives or pictures</li> <li>represent equations symbolically or numerically</li> </ul> <p>use tools to justify answer</p>   |

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|---|---|--|-------|
| <b>Subject Area</b>   | Math  | <b>Bundle #:</b>   | 9     |
| <b>Grade/Level</b>  | 3   | <b>Weeks:</b>  | 25-27 |
| <b>Overview</b>   |   |  |       |
| <b>Probability and statistics/graphs</b>  |   |  |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |   |  |       |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>  |       |
| <b>3.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</b> | <b>3.13A collect, organize, records, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data.</b> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• collect, organize, record and display data of hands-on experimental activities</li> <li>• create pictographs and bar graphs with appropriate labels of collected data displayed vertically and horizontally with space in-between bars</li> <li>• display data using a key</li> <li>• identify missing information needed to complete a graph</li> <li>• completes missing information in graphs</li> <li>• analyze pictographs with a key (each picture = 1 or more pieces of data) (information can be represented with half of a picture)</li> <li>• analyze bar graphs with a key</li> </ul> <p>Note: 2nd grade uses picture graphs with no key 2nd grade uses bar-type graphs with no key<br/>3rd grade - first time to use vocabulary pictograph with a key of data representations and bar graphs with a key of data representations</p> |       |
|   | <b>3.13B interpret information from pictographs and bar graphs.</b>   | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• read and interpret all parts of a vertical and horizontal pictographs and bar graphs (labels, keys, data)</li> <li>• interpret and analyze graphs by combining given information in graphs to solve problems</li> <li>• interpret and analyze data to determine missing information</li> </ul> <p>• NOTE: 3rd grade is responsible for focusing on</p>  |       |

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|   |   | constructing pictographs and bar graphs with appropriate keys that demonstrate the given information.  |
|   | <b>3.13C use data to describe events as more likely than, less likely than, or equally likely as.</b> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• analyze experimental activities or spinners to describe if the event is             <ul style="list-style-type: none"> <li>○ more likely than</li> <li>○ less likely than</li> <li>○ equally likely as</li> </ul> </li> <li>• organize experimental activities to make determination of occurrence using lists, tables, graphs, and tally charts</li> <li>• identify if there is no possibility of the event occurring as "impossible"</li> <li>• identify if it is "certain" for an even to occur</li> </ul> <p>NOTE: 2nd grade uses more and/or less likely, and equally likely</p> |
| <b><i>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to:</i></b> | <b>3.15A Explain and record observations using objects, words, pictures, numbers, and technology.</b> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• describe the process orally and in words using journal writing/drawing</li> <li>• describe the process orally and in words (informally)</li> <li>• relate informal language to mathematical language</li> <li>• relate informal language to mathematical symbols</li> <li>• justify and prove their solutions orally with peers and classroom discussions</li> <li>• justify and prove solutions with pictures, concrete objects, and/or numbers</li> </ul>   |
|   | <b>3.15B Relate informal language to mathematical language and symbols</b>                            |  |
| <b><i>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.. The student is expected to:</i></b>  | <b>3.16B Justify why an answer is reasonable and explain the solution process</b>                     |  |

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| <b>Subject Area</b>   | Math  | <b>Bundle #:</b>   | 10    |
| <b>Grade/Level</b>  | 3   | <b>Weeks:</b>  | 28-30 |
| <b>Overview</b>   |   |  |       |
| <b>Fractions, ( number lines with halves and quarters)</b>  |   |  |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |   |  |       |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>  |       |
| <p><b>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. The student is expected to:</b></p> | <p><b>3.2A Construct concrete models of fractions.</b></p>  | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• analyze a concrete model to describe the relationship of the fractional parts to distinguish between the numerator and denominator</li> <li>• recognize fractions are represented by equal size parts of a whole or by a set of objects</li> <li>• construct concrete models of fractions with denominators of 12 or less</li> </ul> <p><b>NOTE: 2<sup>nd</sup> grade fraction models are constructed for students 3<sup>rd</sup> grade first time to construct fraction models 3<sup>rd</sup> grade first time to use fraction symbol.</b></p>   |       |
| <p><b>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. The student is expected to:</b></p> | <p><b>3.2C Use fraction names and symbols to describe fractional parts of whole objects or sets of objects.</b></p>         | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• recognize fractions are represented by equal size parts of a whole or by a set of objects</li> <li>• use "out of" when distinguishing part vs whole</li> <li>• describe fractional parts using name and symbols in multiple ways</li> </ul> <p style="padding-left: 20px;">Ex: less than one whole, halves, 1 out of 2 equal (equivalent) parts,<br/>1/2 of a whole.</p> <p style="padding-left: 20px;">Ex: equal to one whole, 7 out of 7 equal (equivalent) parts, 7/7 or 1</p> <p><b>NOTE: Using fraction symbols is new to 3rd grade</b></p>  |       |
| <p><b>3.10 Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to:</b></p>                                      | <p><b>3.10 Locate and name points on a number line using whole numbers and fractions, including halves and fourths.</b></p> | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>○ determine strategies for locating and naming of whole numbers and fractional values (halves and fourths)</li> <li>○ locate and name points on a number line that may or may not begin with zero</li> <li>○ locate and name points on a number line according to increments other than 1 (think skip counting)<br/>ex: (3, 6 ?, 12)</li> <li>○ demonstrate an understanding of the relationship of whole numbers and fractions on a number line and measurement tools (ruler)</li> <li>○ demonstrate an understanding of whole numbers on a number line with relationship to the vertical number line on the thermometer, the circular number line on a clock, etc.</li> </ul> <p><b>Note: Ruler is a new concept (tool) for 3rd grade</b></p> |       |

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| <p><b>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. The student is expected to:</b></p> | <p><b>3.2B Compare fractional parts of whole objects or sets of objects in a problem situation using concrete models.</b></p>  | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• recognize fractions are represented by equal size parts of a whole or by a set of objects</li> <li>• use "out of" when distinguishing part vs whole</li> <li>• describe fractional parts using name and symbols in multiple ways<br/>Ex: less than one whole, halves, 1 out of 2 equal (equivalent) parts,<br/><math>\frac{1}{2}</math> of a whole.<br/>Ex: equal to one whole, 7 out of 7 equal (equivalent) parts, <math>\frac{7}{7}</math> or 1</li> </ul> <p><b>NOTE: Using fraction symbols is new to 3rd grade</b></p>   |
| <p><b>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. The student is expected to:</b></p> | <p><b>3.2D Construct concrete models of equivalent fractions for fractional parts of whole objects.</b></p>  | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• represent fractions using words and concrete models</li> <li>• construct whole object concrete models to demonstrate equivalent fractional values</li> <li>• parts of a whole objects (shaded parts do not have to be adjacent to each other) translating from concrete to pictorial to abstract <ul style="list-style-type: none"> <li>○ Ex: <math>\frac{1}{2}</math> is equal to <math>\frac{3}{6}</math> or <math>\frac{4}{8}</math></li> <li>○ Ex: <math>\frac{2}{2}</math> is equal to <math>\frac{6}{6}</math> or <math>\frac{8}{8}</math></li> </ul> </li> <li>• demonstrates an understanding of equivalence by constructing multiple whole object concrete models of a given fraction that use different denominators</li> <li>• generates models of equivalent fractions</li> </ul> <p><b>NOTE: Construct concrete models of equivalent fractions for fractional parts of whole objects are a new concept for 3rd Grade.</b></p> |
| <p><b>3.15 Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language. The student is expected to:</b></p>   | <p><b>3.15A Explain and record observations using objects, words, pictures, numbers, and technology.</b></p>   | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• describe the process orally and in words using journal writing/drawing</li> <li>• compare explanations describing what is the same and what is different</li> <li>• explore solving the problem using manipulatives or pictures</li> <li>• communicate problem solving strategy orally and in journals</li> <li>• estimate a reasonable solution</li> <li>• record and communicate with pictures, numbers and symbols</li> <li>• represent from concrete to written computation</li> <li>• explore with manipulatives or pictures</li> </ul>   |
| <p><b>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</b></p>  | <p><b>3.14B Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</b></p> |   |
|   | <p><b>3.14D Use tools such as real objects, manipulatives, and technology to solve problems.</b></p>   |   |

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|---|---|--|-------|
| <b>Subject Area</b>   | Math  | <b>Bundle #:</b>   | 11    |
| <b>Grade/Level</b>  | 3   | <b>Weeks:</b>  | 31-33 |
| <b>Overview</b>   |   |  |       |
| Double digit by single digit multiplication, multiplication and division practice, division w/ remainders   |   |  |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>  |   |  |       |
| <b>Knowledge &amp; Skill Statement</b>  | <b>Student Expectation</b>  | <b>Student Learning Outcome Clarification</b>  |       |
| <b>3.4 Number operation and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.</b>   | <b>3.4A Learn and apply multiplication facts 12x12 using concrete models and objects.</b>   | Apply various multiplication strategies to help recall multiplication facts and apply facts with efficiency.   |       |
|   | <b>3.4B Solve and record multiplication problems (up to 2 digits by 1 digit) (4.4D use multiplication to solve problems (no more than two digits, times two digits, without technology)</b> | <p>Demonstrate multiplication problem solving methods.</p> <p>Apply multiplication to problem solving situations.</p> <p>Extract necessary information needed to solve multi-step problems, ignoring extraneous information and recognizing the operations needed to solve and check for reasonableness.</p> |       |
|   | <b>3.4C Use models to solve division problems and use number sentences to record the solutions.</b>   | Demonstrate division with equal groups and remainders.   |       |
| <b>3.6 Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.</b>  | <b>3.6C Identify patterns in related multiplication and division sentences.</b>   | Use relationships to develop strategies to remember basic multiplication and division facts such as doubles plus one, doubles minus one, etc..   |       |
| <b>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. The student is expected to:</b> | <b>3.14A identify the mathematics in everyday life</b>  | <p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• create problems or graphs when given mathematical information or expressions</li> </ul>   |       |
|   | <b>3.14B solve problems that</b>  | <ul style="list-style-type: none"> <li>• assess the problem for missing information</li> </ul>   |       |

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|  | <b>incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</b> | <ul style="list-style-type: none"> <li>• assess the problem for unnecessary information</li> <li>• understand the questions being asked</li> <li>• explore solving the problem using manipulatives or pictures</li> <li>• communicate problem solving strategy orally and in journals</li> <li>• estimate a reasonable solution</li> </ul> |
| <b><i>3.16 Underlying processes and mathematical tools. The student uses logical reasoning.. The student is expected to:</i></b> | <b>3.16A make generalizations from patterns or sets of examples and non-examples.</b>  | <ul style="list-style-type: none"> <li>• identify examples false to given statement</li> <li>• analyze the pattern, examples, or non-examples to make a prediction or an assumption</li> </ul>   |
|  | <b>3.16B justify why an answer is reasonable and explain the solution process.</b>   | <ul style="list-style-type: none"> <li>• justify and prove solutions with pictures, concrete objects, and/or numbers</li> </ul>  |

## Wylie ISD Curriculum

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| <b>Subject Area</b>  | Math   | <b>Bundle #:</b>   | 12    |
| <b>Grade/Level</b>   | 3  | <b>Weeks:</b>  | 34-36 |
| <b>Overview</b>  |  |  |       |
| <b>Problem Solving in Real Life Situations</b><br>(Elapsed time, making change, place value tenths and hundredths using money)   |  |  |       |
| <b>TEKS - Texas Knowledge &amp; Skills</b>   |  |  |       |
| <b>Knowledge &amp; Skill Statement</b>   | <b>Student Expectation</b>   | <b>Student Learning Outcome Clarification</b>  |       |
| <i><b>3.12 The student reads and writes time and measures temperature and degrees Fahrenheit to solve problems. The student is expected to:</b></i>                                      | <b>3.12B Tell and write time shown on analog and digital clocks.</b> | Explores elapsed time using clock with gears or stopwatch taking them in increments of full hours.<br><br>Determines the in-between time after reading two given clocks or timers. |       |
| <i><b>3.1 The student uses place value to communicate about increasing large whole numbers in verbal and written form including money. The student is expected to:</b></i>               | <b>3.1C Determine the value of a collection of coins and bills.</b>  | Model and explain addition and subtraction problems using a variety of concrete objects and pictorial models including money. (making change)                                      |       |
| <i><b>3.14 The student applies third grade mathematics to solve problems connected to every day experiences and activities in and outside of school. The student is expected to:</b></i> | <b>3.14A Identify the mathematics in everyday situations.</b>        | <b>Including but not limited to:</b><br>create problems or graphs when given mathematical information or expressions   |       |