

TN STANDARDS NOT INCLUDED IN TEXTBOOK:

Use age-appropriate books, stories, and videos to convey ideas of mathematics.

Determine the correct change from a transaction less than a dollar.

Third Grade Academic Vocabulary

Angle	Inverse relationships
Area	Kilometer
Array	Line plot
Capacity	Line of symmetry
Change (money)	Line, line segment
Conclusion	Liquid measures
Congruent	Mile
Conjecture	Multiples
Decimal	Numerator
Denominator (like, unlike)	Ounce
Distributive	Parallel
Dividend	Perpendicular
Division	Pictograph
Divisor	Polygon
Factor	Product
Frequency table, tally chart	Quotient
Gram	Reasonableness
Intersecting lines	Unit fraction

FIRST NINE WEEKS – TOPICS 1, 2, 3, 4, 5 (1/2 the Topic)

August 8th – October 6th

TOPIC	STANDARD	
1	Compare and order decimal amounts in the context of money.	✓ 0306.1.2
1	Count the value of combinations of coins and bills up to five dollars.	✓ 0306.1.3
1	Use correct, clearly written and oral mathematical language to pose questions and communicate ideas.	✓ 0306.1.10
1	Represent whole numbers up to 10,000 using various models (such as base-ten blocks, number lines, place-value charts) and in standard form, written form, and expanded form.	✓ 0306.2.1
1	Read and write numbers up to 10,000 in numerals and up to 1,000 in words.	SPI 0306.2.1
1	Identify the place value of numbers in the ten-thousands, thousand, hundreds, tens, and ones positions.	SPI 0306.2.2
1	Convert between expanded and standard form with whole numbers to 10,000.	SPI 0306.2.3
1	Compare and order numbers up to 10,000 using the words less than, greater than, and equal to, and the symbols $<$, $>$, $=$	SPI 0306.2.4
2	Use manipulatives to demonstrate that the commutative property holds for addition but not for subtraction.	✓ 0306.1.9
2, 3, 5	Represent problems mathematically using diagrams, numbers, and symbolic expressions.	SPI 0306.1.5
2, 3	Use highest order value (such as tens or hundreds digit) to make simple estimates.	✓ 0306.2.5
2	Solve a variety of addition and subtraction story problems including those with irrelevant information	✓ 0306.2.6
2, 3, 4	Solve contextual problems involving the addition (with and without regrouping) and subtraction (with and without regrouping) of two- and three digit whole numbers.	SPI 0306.2.9
2, 5	Show that addition and multiplication are commutative operations.	✓ 0306.3.1
2, 5	Solve problems using the commutative, associative, and distributive properties.	✓ 0306.3.4

3, 4, 5	Find unknowns in number sentences and problems involving addition, subtractions, multiplication, or division.	✓ 0306.3.5
3	Use estimation to check answers for reasonableness, and calculators to check for accuracy.	✓ 0306.1.6
5	Explain and justify answers on the basis of mathematical properties, structures, and relationships.	✓ 0306.1.8
5	Represent multiplication using various representations such as equal-size groups, arrays, area models, and equal jumps on number lines.	✓ 0306.2.7
5	Describe contexts for multiplication and division facts.	✓ 0306.2.9
5	Use commutative, associative, and distributive properties to multiply whole numbers.	✓ 0306.3.3
5, 6	Recall basic multiplication facts through 10 times 10 and the related division facts.	SPI 0306.2.6
5	Identify various representations of multiplication and division.	SPI 0306.2.5

Topic 1: 10 days

Topic 3: 6 days

Topic 5: 5 days (1/2 the topic)

Topic 2: 11 days

Topic 4: 7 days

SECOND NINE WEEKS –TOPICS 5 (1/2 the topic), 6, 7, 8, 9

October 17th – December 15th

TOPIC	STANDARD	
5	Represent problems mathematically using diagrams, numbers, and symbolic expressions.	SPI 0306.1.5
5	Show that addition and multiplication are commutative operations.	✓ 0306.3.1
5, 6	Solve problems using the commutative, associative, and distributive properties.	✓ 0306.3.4
5, 8	Find unknowns in number sentences and problems involving addition, subtractions, multiplication, or division.	✓ 0306.3.5
5	Explain and justify answers on the basis of mathematical properties, structures, and relationships.	✓ 0306.1.8
5	Represent multiplication using various representations such as equal-size groups, arrays, area models, and equal jumps on number lines.	✓ 0306.2.7
5	Describe contexts for multiplication and division facts.	✓ 0306.2.9
5, 6	Use commutative, associative, and distributive properties to multiply whole numbers.	✓ 0306.3.3
6, 8, 9	Create and use representations to organize, record, and communicate mathematical ideas.	✓ 0306.1.13
6	Use parentheses to indicate grouping.	✓ 0306.2.3
5, 6, 8	Recall basic multiplication facts through 10 times 10 and the related division facts.	SPI 0306.2.6
7	Develop strategies for solving problems involving addition and subtraction of measurements.	✓ 0306.1.11
7	Represent division using various representations such as successive subtraction, the number of equal jumps, partitioning, and sharing.	✓ 0306.2.8
5, 7	Identify various representations of multiplication and division.	SPI 0306.2.5
7	Show that subtraction and division are not commutative operations.	✓ 0306.3.2
8	Solve problems that involve the inverse relationship between multiplication and division.	SPI 0306.2.8
6	Verify a conclusion using algebraic properties	SPI 0306.3.1
9	Understand and use the symbols =, <, and > to signify order and comparison.	✓ 0306.2.2
9	Analyze patterns in words, tables, and graphs to draw conclusions.	✓ 0306.3.6

9	Create different representations of a pattern given a verbal description.	✓ 0306.3.7
9	Analyze patterns in quantitative change resulting from computation.	✓ 0306.3.8
9	Express mathematical relationships using number sentences/equations.	SPI 0306.3.2
9	Describe or extend (including finding missing terms) geometric and numeric patterns	SPI 0306.3.4

Topic 5: 6 days (1/2 the topic)

Topic 7: 6 days

Topic 9: 9 days

Topic 6: 8 days

Topic 8: 7 days

THIRD NINE WEEKS – TOPICS 10, 11, 12, 13, 14, 15

January 3rd – March 9th

TOPIC	STANDARD	
10	Make and investigate mathematical conjectures.	✓ 0306.1.7
10	Analyze and evaluate the mathematical thinking and strategies of others.	✓ 0306.1.12
10, 14	Identify and use vocabulary to describe attributes of two- and three-dimensional shapes.	SPI 0306.1.6
10	Describe properties of plane figures (such as circles, triangles, squares, and rectangles) and solid shapes (such as spheres, cubes, and cylinders).	✓ 0306.4.1
10	Classify polygons according to the number of their sides and angles.	✓ 0306.4.2
10	Classify lines and segments as parallel, perpendicular, or intersecting.	✓ 0306.4.3
10	Recognize polygons and be able to identify examples based on geometric definitions.	SPI 0306.4.1
11	Identify, create, and describe figures with line symmetry.	✓ 0306.4.4
11	Determine if two figures are congruent based on size and shape.	SPI 0306.4.2
11	Identify the line of symmetry in a two-dimensional design or shape.	SPI 0306.4.3
12, 13, 15	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns.	✓ 0306.1.4
12, 13, 15	Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten.	SPI 0306.1.4
12	Use a variety of methods to perform mental computations and compare the efficiency of those methods.	✓ 0306.2.4
12	Understand that symbols such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ represent numbers called unit fractions.	✓ 0306.2.10
12	Identify fractions as parts of whole units, as parts of sets, as locations on number lines, and as division of two whole numbers.	✓ 0306.2.11
12	Compare fractions using drawings, concrete objects, and benchmark fractions.	✓ 0306.2.12
12	Understand that when a whole is divided into equal parts to create unit fractions, the sum of all the parts adds up to one.	✓ 0306.2.13
12	Identify equivalent fractions given by various representations.	SPI 0306.2.10

12	Recognize and use different interpretations of fractions	SPI 0306.2.11
12	Name fractions in various contexts that are less than, equal to, or greater than one.	SPI 0306.2.12
12	Recognize, compare, and order fractions (benchmark fractions, common numerators, or common denominators).	SPI 0306.2.13
12	Add and subtract fractions with like denominators.	SPI 0306.2.14
12, 15	Analyze patterns in words, tables, and graphs to draw conclusions.	✓ 0306.3.6
13	Count the value of combinations of coins and bills up to five dollars.	✓ 0306.1.3
13	Solve a variety of addition and subtraction story problems including those with irrelevant information.	✓ 0306.2.6
14, 15	Select appropriate units and tools to solve problems involving measures.	SPI 0306.1.7
14, 15	Understand that all measurements require units.	✓ 0306.4.5
14	Recognize the use of fractions in liquid measures.	✓ 0306.4.6
14	Recognize the relationships among cups, pints, quarts, and gallons.	✓ 0306.4.7
14, 15	Estimate and/or measure the capacity of a container.	✓ 0306.4.8
15	Measure weight to the nearest ounce or gram.	✓ 0306.4.9
14, 15	Use reasonable units of length (i.e. kilometer, meter, centimeter; mile, yard, foot, inch) in estimates and measures.	✓ 0306.4.10
14, 15	Know common equivalences for length (1 meter = 100 centimeters, 1 yard = 3 feet, 1 foot = 12 inches).	✓ 0306.4.11
14	Make and record measurements that use mixed units within the same system of measurement (such as feet and inches, meters and centimeters)	✓ 0306.4.12
14, 15	Use common abbreviations: km, m, cm, in, ft, yd, mi.	✓ 0306.4.13
14, 15	Choose reasonable units of measure, estimate common measurements using benchmarks, and use appropriate tools to make measurements.	SPI 0306.4.5
14, 15	Measure length to the nearest centimeter or half inch.	SPI 0306.4.6
14	Solve problems requiring the addition and subtraction of lengths.	SPI 0306.4.7

Topic 10: 9 days

Topic 12: 11 days

Topic 14: 7 days

Topic 11: 5 days

Topic 13: 6 days

Topic 15: 6 days

FOURTH NINE WEEKS – TOPICS 16, 17,18, 19, 20

March 19th – May 21st

TOPIC	STANDARD	
16, 19	Determine when and how to break a problem into simpler parts.	✓ 0306.1.5
16	Understand and use attributes of 2- and 3-dimensional figures to solve problems.	GLE 0306.4.3
16	Calculate the perimeter of shapes made from polygons.	SPI 0306.4.4
17	Read and write time to the nearest minute.	✓ 0306.1.1
17	Solve problems using a calendar.	SPI 0306.1.1
17	Solve problems involving elapsed time.	SPI 0306.1.2
18	Represent problems mathematically using diagrams, numbers, and symbolic expressions.	SPI 0306.1.5
18, 19	Use a variety of methods to perform mental computations and compare the efficiency of those methods.	✓ 0306.2.4
18, 19	Use highest order value (such as tens or hundreds digit) to make simple estimates.	✓ 0306.2.5
18	Represent multiplication using various representations such as equal-size groups, arrays, area models, and equal jumps on number lines.	✓ 0306.2.7
19	Represent division using various representations such as successive subtraction, the number of equal jumps, partitioning, and sharing.	✓ 0306.2.8
18	Compute multiplication problems that involve multiples of ten using basic number facts.	SPI 0306.2.7
18	Use commutative, associative, and distributive properties to multiply whole numbers.	✓ 0306.3.3
18	Solve problems using commutative, associative, and distributive properties.	✓ 0306.3.4
20	Express answers clearly in verbal, numerical, or graphical (bar and picture) form, using units when appropriate.	SPI 0306.1.8
20	Collect and organize data using observations, surveys, and experiments.	✓ 0306.5.1
20	Construct a frequency table, bar graph, pictograph, or line plot of collected data.	✓ 0306.5.2
20	Compare and interpret different representations of the same data.	✓ 0306.5.3

20	Solve problems using data from frequency tables, bar graphs, pictographs, or line plots.	✓ 0306.5.4
20	Interpret a frequency table, bar graph, pictograph, or line plot.	SPI 0306.5.1
20	Solve problems in which data is represented in tables or graph.	SPI 0306.5.2
20	Make predictions based on various representations of data.	SPI 0306.5.3

Topic 16: 9 days

Topic 18: 8 days

Topic 20: 10 days

Topic 17: 7 days

Topic 19: 7 days