

Proposed Instructional Period/ Dates Taught	TN Dept. of Education		Checks for Understanding (Third Grade)	Building Blocks for the New Standards (Second Grade)	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources
	Content Standard/GLE Student Learning Expectations (SLE)						
			0306.2.5 Use the highest order value (such as tens or hundreds digit) to make simple estimates		Estimation: An answer that should be close to an exact answer.	1-16, 1-17, 1-18	
GLE 0306.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.							
			0306.1.9 Use manipulatives to demonstrate that the commutative property holds for addition but not for subtraction.		Commutative Property: A property of addition and multiplication (but not of subtraction and division) that says that changing the order of the numbers being added or multiplied does not change the answer. Commutative Property		
GLE 0306.1.6 Read and interpret the language of mathematics; use written/oral communication to express mathematical ideas precisely.							
			0306.1.10 Use correct, clearly written and oral mathematical language to pose questions and communicate ideas.		Conclusion: A sensible decision reached after looking at many facts. Data: Information that is gathered by counting, measuring, asking questions, or observing. A collection of facts from which conclusions may be drawn. Justify: To demonstrate that a statement is correct or valid. To give a reason to support an answer.		
GLE 0306.1.7 Recognize the historical development of mathematics, math in context, and the connections between math and the real world.							
		SPI 0306.1.1 Solve problems using a calendar.		0206.1.2 Relate days, dates, weeks, months, and years to a calendar.		1-19, 1-20	Lesson 84
		SPI 0306.1.2 Solve problems involving elapsed time.	0306.1.1 Read and write time to the nearest minute.	0206.1.1 Read and write time up to five-minute intervals. 0206.1.3 Use strategies to make estimates of time. 0206.1.4 Solve problems involving elapsed time in hour and half-hour intervals.	Elapsed time- The amount of time taken to go from a start time to a finish time. Elapsed Time	1-21, 1-22, 1-23	Lesson 1, 4, 39, 65, 71, 97 5/4 Saxon- Lesson 19

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	SPI 0306.1.3 Determine the correct change from a transaction less than a dollar.	0306.1.2 Compare and order decimal amounts in the context of money. 0306.1.3 Count the value of combinations of coins and bills up to five dollars.	0206.1.5 Count the value of a set of coins up to one dollar and use the transitive property of equality to recognize equivalent forms of values up to \$1.00.		1-24, 1-25, 1-26 1-27, 1-28, 1-29 1-30, 1-31, 1-32	Lesson 13, 23, 28, 36, 79, 82, 89, 96, 102, 106 5/4 Saxon – Lesson 8
		0306.1.14 Use age-appropriate books, stories, and videos to convey ideas of mathematics.				Math-terpieces by Greg Tang The grapes of Math by Greg Tang

Jefferson County Schools
Third Grade Mathematics Curriculum Guide
2nd Nine Weeks

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	Content Standard/GLE Student Learning Expectations (SLE)					
GLE 0306.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.						
	SPI 0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.	0306.1.4 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns. 0306.1.5 Determine when and how to break a problem into simpler parts. 0306.1.6 Use estimation to check answers for reasonableness, and calculators to check for				Lesson 56, 57 5/4 Saxon – Lesson 31, 93

			<p>accuracy.</p> <p>0306.1.11 Develop strategies for solving problems involving addition and subtraction of measurements.</p> <p>0306.1.7 Make and investigate mathematical conjectures.</p> <p>0306.1.8 Explain and justify answers on the basis of mathematical properties, structures, and relationships.</p> <p>0306.1.12 Analyze and evaluate the mathematical thinking and strategies of others.</p> <p>0306.1.13 Create and use representations to organize, record, and communicate mathematical ideas.</p>				
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	Content Standard/GLE Student Learning Expectations (SLE)						
GLE 0306.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.							
			0306.1.7 Make and investigate mathematical conjectures				
			0306.1.8 Explain and justify answers on the basis of mathematical properties, structures, and relationships.				
			0306.1.12 Analyze and evaluate the mathematical thinking and strategies of others.				
GLE 0306.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.							

		SPI 0306.1.4 Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten.					
		SPI 0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.					Lesson 108
Proposed Instructional Period/ Dates Taught	TN Dept. of Education Content Standard/GLE Student Learning Expectations (SLE)	Checks for Understanding (Third Grade)	Building Blocks for the New Standards (Second Grade)	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources	
GLE 0306.2.2 Develop understanding of multiplication and related division facts through multiple strategies and representations.							

		SPI 0306.2.5 Identify various representations of multiplication and division.	0306.2.7 Represent multiplication using various representations such as equal-size groups, arrays, area models, and equal jumps on number lines. 0306.2.8 Represent division using various representations such as successive subtraction, the number of equal jumps, partitioning, and sharing. 0306.2.9 Describe contexts for multiplication and division facts.	0206.3.6 Relate repeated addition to multiplication.	Array- An arrangement of objects in a regular pattern, usually rows and columns. Arrays are commonly used to model multiplication. Area- The number of non-overlapping units that cover a closed boundary (measured in square units). Division- The process of determining how many equal groups can be made from a quantity. Division is the inverse of Multiplication. Multiple- A number is a multiple of a given number if it is evenly divisible by that number. If you skip count by fours from 0, you name multiples of 4. Area – Array - Multiple	Lesson 59, 87 5/4 Saxon- Lesson 28, 29, 47 Making Multiplication Easy by Meish Goldish The Second Multiplication Tables Colouring Book by Hilary Mc Elderry The Best of Times by Greg Tang
		SPI 0306.2.7 Compute multiplication problems that involve multiples often using basic number facts.				

GLE 0306.2.3 Relate multiplication and division as inverse operations.

		SPI 0306.2.6 Recall basic multiplication facts through 10 times 10 and the related division facts.			Factor- Any of the numbers that are multiplied to find a product. factor	Lesson 45, 55,59, 70, 85, 90, 95,100, 103,105, 110, 115, 120, 125 5/4 Saxon – Lesson 32, 38, 46
		SPI 0306.2.8 Solve problems that involve the inverse relationship between multiplication and division.				
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	Student Learning Expectations (SLE)					
GLE 0306.2.4 Solve multiplication and division problems using various representations						
			<p>0306.2.3 Use parentheses to indicate grouping</p> <p>0306.2.4 Use a variety of methods to perform mental computations and compare the efficiency of those methods.</p>			<p>Lesson 109, 112, 122</p> <p>5/4 Saxon – Lesson 45</p>
GLE 0306.3.1 Develop meaning for and apply the commutative, associative, and distributive properties using various representations.						
		<p>SPI 0306.3.1 Verify a conclusion using algebraic properties.</p>	<p>0306.3.1 Show that addition and multiplication are commutative operations.</p> <p>0306.3.2 Show that subtraction and division are not commutative operations.</p> <p>0306.3.3 Use commutative, associative, and distributive properties to multiply whole numbers.</p> <p>0306.3.4 Solve problems using the commutative, associative, and distributive properties.</p> <p>0306.1.9 Use manipulatives to demonstrate that the commutative property holds for addition but not for subtraction.</p>	<p>0206.3.5 Understand and use the commutative and associative properties of addition and multiplication .</p>	<p>Distributive Property- A property that relates multiplication and addition or subtraction. This property gets its name because it “distributes” a factor over terms inside parenthesis.</p> <p>Associative Property</p>	<p>Lesson 5, 85, 118</p> <p>5/4 Saxon- Lesson 45</p>
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GLE 0306.3.2 Develop understanding that a letter or a symbol can represent an unknown quantity in a simple mathematical expression/equation.						

	SPI 0306.3.2 Express mathematical relationships using number sentences/equations.		0206.3.7 Find unknowns in number sentences and problems involving addition, subtraction and multiplication.			
	SPI 0306.3.3 Find the missing values in simple multiplication and division equations.	0306.3.5 Find unknowns in number sentences and problems involving addition, subtraction, multiplication, or division.		Dividend - Divisor		

Jefferson County Schools
Third Grade Mathematics Curriculum Guide
3rd Nine Weeks

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	Content Standard/GLE Student Learning Expectations (SLE)						
GLE 0306.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.							
		SPI 0306.1.6 Identify and use vocabulary to describe attributes of two- and three-dimensional shapes.			<u>Congruent figures</u> -figures that have exactly the same shape and size. <u>Plane/Solid Figure</u> -plane figures are two-dimensional shapes such as rectangles, squares and circles. Solids are three-dimensional shapes such as prisms, pyramids and spheres. <u>Properties</u> -basic characteristics. Three-dimensional Two-dimensional		Saxon 10-2, 115-2
GLE 0306.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.							
		SPI 0306.1.4 Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten.			<u>Denominator</u> -the number below the bar in a fraction that tells the number of equal parts in the whole.		Saxon 12,17,21,24,25-2

					Numerator -the number above the bar in fraction which represents the number of equal parts being considered.		
Proposed Instructional Period/ Dates Taught	TN Dept. of Education Content Standard/GLE Student Learning Expectations (SLE)	Checks for Understanding (Third Grade)	Building Blocks for the New Standards (Second Grade)	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources	

GLE 0306.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.

	SPI 0306.1.7 Select appropriate units and tools to solve problems involving measures.			Ounce/Gram -units used to measure weight. Capacity -the amount of liquid or dry matter that a container can hold. Measurement -a number used to describe the quantity, dimension, weight, or capacity of an object. Metric System -a measurement system based on the base-ten numeration system. Area -the number of non-overlapping units that cover a closed boundary (measured in square units). Perimeter -the distance around a closed 2-dimensional shape. Scale	Saxon 6, 45,-2, 54,60-2, 85-2, 95-2,99,127
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		<u>SPI 0306.1.8</u> Express answers clearly in verbal, numerical, or graphical (bar and picture) form, using units when appropriate	<u>0306.1.13</u> Create and use representations to organize, record, and communicate mathematical ideas.		<u>Conjecture</u> -a guess about an outcome before all the facts are known. .Data-information that is gathered by counting, measuring, asking questions, or observing. A collection of facts from which conclusions may be drawn. <u>Equation</u> -a number sentence that contains an equal sign. <u>Graph</u> -a picture representation of data such as bar graphs, line plots, pictographs and frequency tables.		Saxon- 40-2,55-2,80-2
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					<u>Line Plot</u> - a sketch of data in which check marks above a labeled line show the frequency of each value. <u>Pictograph</u> -a graph that uses pictures or symbols to represent numbers. Probability-the possibility that an event will happen. <u>Survey</u> -a gathering of a sample of data. A method of gathering information by questioning people in poll. <u>Frequency Table</u> -data which shows the amount of times that a number occurs.		
GLE 0306.2.5 Understand the meaning and uses of fractions.							
		<u>SPI0306.1.4</u> Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten					Saxon 12,17,21,24,25-2
		<u>SPI 0306.2.10</u> Identify equivalent fractions given by various representations.			<u>Equivalent Fractions</u> -fractions that have different denominators but name		Saxon 94

			<p><u>0306.2.10</u> Understand that symbols such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ represent numbers called unit fractions.</p> <p><u>0306.2.11</u> Identify fractions as parts of whole units, as parts of sets, as locations on number lines, and as division of two whole numbers.</p>	<p><u>0206.1.8</u> Use concrete models or pictures to show whether a fraction is less than a half, more than a half, or equal to a half.</p> <p><u>0206.1.9</u> Match the spoken, written, concrete, and pictorial representations of halves, thirds, and fourths.</p>	<p>the same amount.</p> <p><u>Benchmark fraction</u>-a fraction which is easily recognizable and can be used to estimate the size of other fractions or to compare other fractions (ie, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$).</p> <p><u>Unit fraction</u>-a fraction that has a numerator of one.</p>		
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		<p><u>0306.2.13</u> Understand that when a whole is divided into equal parts to create unit fractions, the sum of all the parts adds up to one.</p>				Saxon 25-2

GLE 0306.2.6 Use various strategies and models to compare and order fractions and identify equivalent fractions.

	<p><u>SPI 0306.2.12</u> Name fractions in various contexts that are less than, equal to, or greater than one.</p>	<p><u>0306.2.13</u> Understand that when a whole is divided into equal parts to create unit fractions, the sum of all the parts adds up to one.</p>	<p><u>0206.2.5</u> Compare and order multi-digit numbers up to 1000.</p>			
	<p><u>SPI 0306.2.13</u> Recognize, compare, and order fractions (benchmark fractions, common numerators, or common denominators).</p>	<p><u>0306.2.2</u> Understand and use the symbols =, < and > to signify order and comparison.</p> <p><u>0306.2.10</u> Understand that symbols such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ represent numbers called unit fractions.</p> <p><u>0306.2.12</u> Compare fractions using drawings, concrete objects, and benchmark fractions.</p>	<p><u>0206.2.5</u> Compare and order multi-digit numbers up to 1000.</p>	<p><u>Benchmark fraction</u>-a fraction which is easily recognizable and can be used to estimate the size of other fractions or to compare other fractions (ie, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$).</p> <p><u>Denominator</u>-the number below the bar in a fraction that tells the number of equal parts in the whole.</p> <p><u>Numerator</u>-the number above the bar in fraction which represents the</p>		Saxon 73, 74, 93,94

					number of equal parts being considered.		
GLE 0306.2.7 Add and subtract fractions with like denominators using various models.							
		SPI 0306.2.14 Add and subtract fractions with like denominators.	0306.2.4 Use a variety of methods to perform mental computations and compare the efficiency of those methods.		Denominator-the number below the bar in a fraction that tells the number of equal parts in the whole.		Saxon 73,74,93,94
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GLE 0306.3.3 Describe and analyze patterns and relationships in contexts.							
			0306.3.6 Analyze patterns in words, tables, and graphs to draw conclusions. 0306.3.8 Analyze patterns in quantitative change resulting from computation.				Saxon 80-2, 90-2
GLE 0306.3.4 Create and represent patterns using words, tables, graphs, and symbols.							
		SPI 0306.3.4 Describe or extend (including finding missing terms) geometric and numeric patterns.	0306.3.7 Create different representations of a pattern given a verbal description. 0306.3.6 Analyze patterns in words, tables, and graphs to draw conclusions.	0206.3.1 Given rules, complete tables to reveal both arithmetic and geometric patterns. 0206.3.2 Given a description, extend or find a missing term in a pattern /sequence. 0206.3.3 Record and study patterns in lists of numbers created by repeated addition or subtraction. 0206.3.4 Generalize the patterns resulting from the addition, subtraction and multiplication of	Justify-to demonstrate that a statement is correct or valid. To give a reason to support an answer.		Saxon Meetings 1-90-2, Meetings 101-106,112-117

				combinations of odd and even numbers.			
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GLE 0306.4.1 Describe, compare, and analyze properties of polygons.

		SPI 0306.4.1 Recognize polygons and be able to identify examples based on geometric definitions.					Saxon 7, 20-2, 100-2
		SPI 0306.1.6 Identify and use vocabulary to describe attributes of two- and three dimensional shapes.	0306.4.1 Describe properties of plane figures (such as circles, triangles, squares and rectangles) and solid shapes (such as spheres, cubes and cylinders). 0306.4.2 Classify polygons according to the number of their sides and angles. 0306.4.3 Classify lines and segments as parallel, perpendicular, or intersecting.	0206.4.1 Describe common geometric attributes of familiar plane and solid objects.			Saxon 10-2, 115-2

GLE 0306.4.2 Understand and apply the concepts of congruence and symmetry.

		SPI 0306.4.2 Determine if two figures are congruent based on size and shape.			Congruent figures-figures that have exactly the same shape and size.		Saxon 6, 12
		SPI 0306.4.3 Identify the line of symmetry in a two-dimensional	0306.4.4 Identify, create, and describe figures with		Line of symmetry-a line drawn through a figure that		Saxon 58

		design or shape.	line symmetry.		divides the figure into two parts that are mirror images of each other. When you fold a figure along its line of symmetry, both parts match.		
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GLE 0306.4.3 Understand and use attributes of 2- and 3-dimensional figures to solve problems.

GLE 0306.4.4 Use appropriate units, strategies and tools to solve problems involving perimeter.

		<u>SPI 0306.4.4</u> Calculate the perimeter of shapes made from polygons.		<u>0206.4.7</u> Investigate and describe composition, decomposition, and transformations of polygons. <u>0206.4.8</u> Combine polygons to form other polygons and subdivide a polygon into other polygons. <u>0206.4.9</u> Recognize the composition and decomposition of polygons.	<u>Perimeter</u> -the distance around a closed 2-dimensional shape.		Saxon 49, 50-2
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GLE 0306.4.5 Solve measurement problems involving fractional parts of linear units and capacity units.

		<u>SPI 0306.4.5</u> Choose reasonable units of measure, estimate common measurements using benchmarks, and use appropriate tools to make measurements.	<u>0306.4.5</u> Understand that all measurements require units. <u>0306.4.6</u> Recognize the use of fractions in liquid measures. <u>0306.4.7</u> Recognize the relationships among	<u>0206.4.3</u> Understand the property of transitivity as it relates to linear measurement (for example: If A is longer than B, and B is longer than C, then			Saxon 32,85-2, 95-2
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			<p>cups, pints, quarts, and gallons.</p> <p><u>0306.4.8</u> Estimate and/or measure the capacity of a container.</p> <p><u>0306.4.9</u> Measure weight to the nearest ounce or gram.</p> <p><u>0306.4.10</u> Use reasonable units of length (i.e. kilometer, meter, centimeter; mile, yard, foot, inch) in estimates and measures.</p>	<p>A is longer than C).</p> <p><u>0206.1.7</u> Measure weight to the nearest pound or kilogram.</p> <p><u>0206.1.6</u> Read thermometers with Fahrenheit and Celsius scales.</p>			
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			<p><u>0306.4.11</u> Know common equivalences for length (1 meter = 100 centimeters, 1 yard = 3 feet, 1 foot = 12 inches).</p> <p><u>0306.4.12</u> Make and record measurements that use mixed units within the same system of measurement (such as feet and inches, meters and centimeters).</p> <p><u>0306.4.13</u> Use common abbreviations: km, m, cm, in, ft, yd, mi.</p>				
		<u>SPI 0306.4.6</u> Measure length to the nearest centimeter or half inch.	<p><u>0306.4.11</u> Know common equivalences for length (1 meter = 100 centimeters, 1 yard = 3 feet, 1 foot = 12 inches).</p> <p><u>0306.4.13</u> Use common abbreviations: km, m, cm, in, ft, yd, mi.</p>	<p><u>0206.4.4</u> Estimate measure, and calculate length to the nearest unit: meter, centimeter, yard, foot, and inch.</p> <p><u>0206.4.5</u> Use rulers to measure the lengths of sides and diagonals of common 2- dimensional figures and polygons.</p> <p><u>0206.4.6</u> Understand the inverse relationship between</p>			Saxon 6,54,85-2,99

				the size of a unit and the number of units used in a particular measurement (the smaller the unit, the more iterations needed to cover the length).			
		SPI 0306.4.7 Solve problems requiring the addition and subtraction of lengths.	0306.1.11 Develop strategies for solving problems involving addition and subtraction of measurements.				Saxon 11,35-2,66,86

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	Content Standard/GLE Student Learning Expectations (SLE)						
			0306.1.10 Use correct, clearly written and oral mathematical language to pose questions and communicate ideas.				

GLE 0306.5.1 Organize, display, and analyze data using various representations to solve problems.

			0306.5.1 Collect and organize data using observations, surveys, and experiments. 0306.5.2 Construct a frequency table, bar graph, pictograph, or line plot of collected data.				
		SPI 0306.5.1 Interpret a frequency table, bar graph, pictograph, or line plot.	0306.1.13 Create and use representations to organize, record, and communicate mathematical ideas. 0306.5.1 Collect and organize data using observations, surveys, and experiments. 0306.5.2 Construct a frequency table, bar graph, pictograph, or line plot of collected data.	0206.5.1 Read, interpret, and analyze data shown in tables, bar graphs and picture graphs. 0206.5.2 Read, interpret, and create tables using tally marks.	Line Plot- a sketch of data in which check marks above a labeled line show the frequency of each value. Pictograph-a graph that uses pictures or symbols to represent numbers. Probability-the possibility that an event will happen.		

			<u>0306.5.3</u> Compare and interpret different representations of the same data. <u>0306.5.4</u> Solve problems using data from frequency tables, bar graphs, pictographs, or line plots.				
		<u>SPI 0306.5.2</u> Solve problems in which data is represented in tables or graph.	<u>0306.5.4</u> Solve problems using data from frequency tables, bar graphs, pictographs, or line plots.				
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	Content Standard/GLE Student Learning Expectations (SLE)						
		<u>SPI 0306.5.3</u> Make predictions based on various representations of data.		<u>0206.5.3</u> Explain whether a real world event is likely or unlikely. <u>0206.5.4</u> Predict outcomes of events based on data gathered and displayed.	<u>Probability</u> -the possibility that an event will happen.		Saxon 80-2, 90-2

Jefferson County Schools
Third Grade Mathematics Curriculum Guide
4th Nine Weeks

Proposed Instructional Period/ Dates Taught	TN Dept. of Education		Checks for Understanding (Third Grade)	Building Blocks for the New Standards (Second Grade)	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources
	Content Standard/GLE Student Learning Expectations (SLE)						
<ul style="list-style-type: none"> • Teach any remaining curriculum for 3rd grade. • Review the building blocks for the 1st Nine Week Period in 4th grade. The building blocks are listed below in “checks for understanding. These are what the third grade students need to master the standards at the beginning of 4th grade. 							

		<p>SPI 0306.2.1 Read and write numbers up to 10,000 in numerals and up to 10,000 in words.</p> <p>SPI 0306.2.2 Identify the place value of numbers in the ten-thousands, thousands, hundreds, tens, and ones positions.</p>	<p>0306.2.1 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.</p>		<p><u>Place value</u>: A system for writing numbers in which the value of a digit depends on its place in the number.</p> <p>Data Place Value</p>	<p>Lesson 27, 103</p> <p>Lesson 3, 41, 134</p> <p>5/4 Saxon – Lesson 4</p>
		<p>SPI 0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions.</p>	<p>0306.1.4 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns.</p> <p>0306.1.5 Determine when and how to break a problem into simpler parts.</p> <p>0306.1.6 Use estimation to check answers for reasonableness, and calculators to check for accuracy.</p> <p>0306.1.7 Make and investigate mathematical conjectures.</p> <p>0306.1.8 Explain and justify answers on the basis of mathematical properties, structures, and relationships.</p> <p>0306.1.13 Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>0306.1.12 Analyze and evaluate the mathematical thinking and strategies of others.</p>			

		<u>SPI 0306.2.9</u> Solve contextual problems involving the addition (with and without regrouping) and subtraction (with and without regrouping) of two- and three digit whole numbers.	<u>0306.2.5</u> Use highest order value (such as tens or hundreds digit) to make simple estimates.				Lesson 56, 57 5/4 Saxon – Lesson31, 93
		<u>SPI 0306.3.3</u> Find the missing values in simple multiplication and division equations.	<u>0306.3.5</u> Find unknowns in number sentences and problems involving addition, subtraction, multiplication, or division.				
		<u>SPI 0306.3.4</u> Describe or extend (including finding missing terms) geometric and numeric patterns.	<u>0306.3.6</u> Analyze patterns in words, tables, and graphs to draw conclusions. <u>0306.3.7</u> Create different representations of a pattern given a verbal description. <u>0306.3.8</u> Analyze patterns in quantitative change resulting from computation.				