

## Scope and Sequence Third Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
3.1(A)	<b>The student is expected to:</b> use place value to read, (in symbols and words), and describe the value of whole numbers through 999,999. Chapter 2						
3.1(B)	use place value to compare and order whole number through 9,999. Chapter 2						
3.1(C)	determine the value of collection of coins and bills. Chapter 3						
3.3(A)	model addition and subtraction using pictures, words and numbers.						
3.3(B)	select addition or subtraction and use the operation to solve problems involving whole numbers through 999. Chapter 3						
3.5(A)	round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.						
3.5(B)	estimate sums beyond basic facts.						
3.6(A)	identify and extend whole number and geometric patterns to make predictions and solve problems.						
3.10(A)	locate and name points on a line using whole number. Chapter 2						
3.14(A)	collect, organize, record, and display data in pictographs where each picture or cell might represent more than one piece of data. Chapter 1						
3.14(B)	interpret information from pictographs. Chapter 1						
3.15(A)	identify the mathematics in everyday situations.						
3.15(B)	use a problem-solving model that incorporated understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.						
3.15(C)	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.						
3.15(D)	use tools such as real objects, manipulatives, and technology to solve problems.						
3.16(A)	explain and record observations using objects, words, pictures, numbers, and technology.						
3.16(B)	relate informal language to mathematical language and symbols.						
3.17(A)	make generalizations from patterns or sets of examples and non-examples. Chapter 1						

Shaded objective indicates algebra emphasis

————— Introduced objective    - - - - Maintained objective

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3.17(B)	<p><b>The student is expected to:</b> justify why an answer is reasonable and explain the solution process.</p>	—	—	—	—	—	—

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
3.1(A)	<b>The student is expected to:</b> read, write (in symbols and words), and describe the value of whole numbers through 999,999.						
3.1(B)	compare and order whole numbers through 9,999.						
3.3(B)	solve problems involving whole numbers through 9,999 using addition.						
3.4(A)	learn to apply multiplication facts through the tens using concrete models.						
3.4(B)	solve and record multiplication problems.						
3.4(C)	use models and number sentences to solve division problems.						
3.5(A)	round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred. Chapter 2						
3.6(B)	identify patterns in related multiplication facts using concrete objects, pictorial models or technology.						
3.6(C)	identify patterns in related multiplication and division sentences (fact families).						
3.7(A)	generate a table of paired numbers based on a real life situation such as insects and legs.						
3.7(B)	identify patterns in a table of related number pairs based on real life situation and extend the table.						
3.8	name, describe, and compare shapes and solids using formal geometric vocabulary. Chapter 8						
3.11(A)	estimate and measure length using standard units such as inch, foot, yard, centimeter, decimeter, and meter. Chapter 10 & 11						
3.14(A)	collect, organize, record, and display data in bar graphs where each cell might represent more than one piece of data. Chapter 1						
3.14(B)	interpret information from bar graphs.						

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# Scope and Sequence Third Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
3.2(A)	<b>The student is expected to:</b> construct concrete models of fractions.			---	---	---	---
3.2(C)	use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.			---	---	---	---
3.3(A)	model subtraction using pictures, words, and numbers. Chapter 4			---	---	---	---
3.3(B)	solve problems involving whole numbers using subtraction			---	---	---	---
3.4(B)	solve and record multiplication problems (one-digit multiplier). Chapter 5 & 6			---	---	---	---
3.8	name, describe and compare shapes and solids using formal geometric vocabulary.			---	---	---	---
3.9(A)	identify congruent shapes. Chapter 8			---	---	---	---
3.9(B)	create shapes with lines of symmetry using concrete models and technology. Chapter 8			---	---	---	---
3.9(C)	identify lines of symmetry in shapes. Chapter 8			---	---	---	---

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## Scope and Sequence Third Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
3.11(B)	<b>The student is expected to:</b> use linear measure to find the perimeter of a shape.				—	—	—
3.12(A)	tell and write time shown on traditional and digital clocks. Chapter 2				—	—	—
3.12(B)	use a thermometer to measure temperature. Chapter 12				—	—	—
3.13(A)	measure to solve problems involving temperature and area. Chapter 12				—	—	—

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# Scope and Sequence Third Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
3.2 (B)	<b>The student is expected to:</b> compare fractional parts of whole objects or sets of objects in a problem situation using concrete models.					—	—
3.11 (C)	use concrete models of square units to determine the area of shapes.					—	—
3.13 (A)	measure to solve problems involving temperature and area..					—	—
3.14 (C)	use data to describe events as more likely, less likely.					—	—

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# Scope and Sequence

## Third Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
3.2 (D)	<b>The student is expected to:</b> construct concrete models of equivalent fractions for fractional parts of whole objects.  locate and name points on a line using whole numbers and fractions such as halves.						
3.10(A)							

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