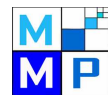
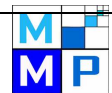


## Scott Foresman-Addison Wesley Mathematics Grade 3 Mathematics Curriculum Guides

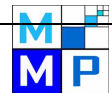
	Wisconsin Mathematics Standard	MPS Learning Target	Wisconsin Assessment Descriptors for Mathematics (For Beginning Grade 4)	Curriculum
Throughout The Year	<b>A. Mathematical Processes</b>	<i>Note: Mathematical processes need to be embedded in all mathematical strands throughout the school year. Math processes are assessed on the WKCE-CRT and reported as a separate proficiency area. For example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i>	<p><b>1) Reasoning:</b> Use reasoning and logic to:</p> <ul style="list-style-type: none"> <li>• Perceive patterns</li> <li>• Formulate questions</li> <li>• Make conjectures</li> <li>• Identify relationships</li> <li>• Pose problems</li> <li>• Justify strategies</li> <li>• Test reasonableness of results</li> </ul> <p><b>2) Communication:</b> Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g., using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models).</p> <p><b>3) Connections:</b> Connect mathematics to the real world as well as within mathematics.</p> <p><b>4) Representations:</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>5) Problem Solving:</b> Solve and analyze routine and non-routine problems.</p>	



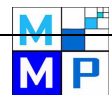
Time	Curricular Connections Units/Lessons	MPS Learning Targets	Wisconsin State Framework Assessment Descriptors	Connections District Model CABS
<p><b>September</b>  <i>19 days</i></p>	<p><b>Chapter 1: Place Value and Money</b></p> <p><b>1.1</b> Ways to Use Numbers (NO&amp;R)  <b>1.2</b> Numbers in the Hundreds (NO&amp;R)  <b>1.3</b> Place-Value Patterns (NO&amp;R)  <b>1.4</b> Number in the Thousands (NO&amp;R)  <b>1.5</b> Great Numbers (NO&amp;R)  <b>1.6</b> Problem Solving Skill (NO&amp; R)  <b>1.7</b> Comparing Numbers (NO&amp;R)  <b>1.8</b> Ordering Numbers (NO&amp;R)  <b>1.9</b> Number Patterns (NO&amp;R and AR)  <b>1.10</b> Rounding Numbers (NO&amp;R)  <b>1.11</b> Problem-Solving Skill: Plan and Solve (NO&amp;R and AR)  <b>1.12</b> Counting Money (NO&amp;R)  <b>1.13</b> Making Change (NO&amp;R)  <b>1.14</b> Problem-Solving Skill: Look Back and Check (NO&amp;R)  <b>1.15</b> Problem-Solving Application (NO&amp;R)</p>	<p><b>Number Operations and Relationships #1</b>                      Communicate and use fluent and flexible strategies to represent and compare numbers, estimate, and solve real-world addition and subtraction problems including money  <b>(1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.1, 2.2)</b></p> <p><b>Algebraic Relationships #9</b>                      Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers.  <b>(1.7, 1.9, 1.11, 2.2, 2.3, 2.4)</b></p>	<p><b>Number Operations and Relationships</b></p> <p><b>B.a:1</b> Recognize and apply place-value concepts to whole numbers less than 10,000. <b>(1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.15)</b></p> <p><b>B.a:2</b> Read, write, and represent numbers using words, numerals, pictures (e.g., base ten blocks), number lines, arrays, expanded forms (<math>243=200+40+3</math>) and symbolic renaming e.g., <math>243=250-7</math>. <b>(1.1, 1.2, 1.15)</b></p> <p><b>B.a:3</b> Compare and order whole numbers less than 10,000. <b>(1.3, 1.7, 1.8, 1.9, 1.10)</b></p> <p><b>B.a:4</b> Count by 2s, 3s, 5s, 10s, 25s, and 100s starting with any multiple and 100s starting with any number. Identify and name counting patterns. <b>(1.14)</b></p> <p><b>B.a:5</b> Count, compare, and make change up to \$10.00 using a collection of coins and one-dollar bills. <b>(1.12, 1.13)</b></p> <p><b>B.b:8</b> Use addition and subtraction in everyday situations and solve one- and two-step word problems. <b>(1.6, 1.15, 2.1)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers. <b>(1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15)</b></p>	<p><b>MPS Number Operations and Relationships CABS #3, #7</b></p> <p><b>MPS Algebraic Relations #4, 6, 10, 12</b></p>



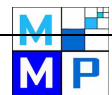
<p><b>September</b></p> <p>19 teaching days</p>	<p><b>Chapter 2: Addition and Subtraction Number Sense</b></p> <p><b>2.1</b> Addition Properties (AR)  <b>2.2</b> Relating Addition and Subtraction (AR)  <b>2.3</b> Find a Rule (AR)  <b>2.4</b> Problem-Solving Strategy: Write a Number Sentence (AR)</p>	<p><b>Algebraic Relationships #10</b></p> <p>Explain the meaning of the equals sign, use symbols to represent problem situations, and use properties and relationships to solve open and true/false number sentences. <b>(2.1, 2.2, 2.3, 2.4)</b></p>	<p><b>Algebraic Relationships</b></p> <p><b>F.a:1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. <b>(1.9, 1.11, 2.2, 2.3, 2.4)</b></p> <p><b>F.a:2</b> Determine odd or even. <b>(1.9)</b></p> <p><b>F.b:5</b> Demonstrate a basic understanding of equality and inequality using symbols (&lt;,&gt;=) with simple addition and subtraction. <b>(1.7)</b></p> <p><b>F.c:6</b> Use properties and relationships of arithmetic to determine what number goes in a “box” to make a number sentence true,</p> <ul style="list-style-type: none"> <li>• Identify property of zero. Ex: <math>12 + 0 =</math> “box”</li> <li>• Identify property of one. Ex: <math>5 \times 1 =</math> “box”</li> <li>• Commutative property for addition of single-digits</li> <li>• Associative property <b>(2.1, 2.2)</b></li> </ul> <p><b>F.c:7</b> Use simple equations in a variety of ways to demonstrate the properties. <b>(2.4)</b></p>	
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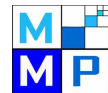
<p><b>October</b></p> <p><i>20 days</i></p>	<p><b>Chapter 2: Addition and Subtraction Number Sense</b></p> <p><b>2.5</b> Mental Math: Break Apart Numbers (NO&amp;R)  <b>2.6</b> Mental Math: Using Tens to Add (NO&amp;R)  <b>2.7</b> Estimating Sums (NO&amp;R)  <b>2.8</b> Overestimates and Underestimates (NO&amp;R)  <b>2.9</b> Mental Math: Using Tens to Subtract (NO&amp;R)  <b>2.10</b> Mental Math: Counting on to Subtract (NO&amp;R)  <b>2.11</b> Estimating Differences (NO&amp;R)  <b>2.12</b> Problem Solving Skill: Writing to Explain (NO&amp;R)  <b>2.13</b> Problem Solving Application (NO&amp;R)</p> <p><b>Chapter 3: Adding and Subtracting</b></p> <p><b>3.1</b> Adding Two-Digit Numbers (NO&amp;R)  <b>3.2</b> Models for Adding Three-Digit Numbers (NO&amp;R)  <b>3.3</b> Adding Three-Digit Numbers (NO&amp;R)  <b>3.4</b> Adding Three or More Numbers (NO&amp;R)  <b>3.5</b> Problem Solving Strategy: Draw a Picture (AR)  <b>3.6</b> Regrouping (NO&amp;R)  <b>3.7</b> Subtracting Two-Digit Numbers (NO&amp;R)</p>	<p><b>Number Operations and Relationships #1</b>          Communicate and use fluent and flexible strategies to represent and compare numbers, estimate, and solve real-world addition and subtraction problems including money. (2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11)</p> <p><b>Algebraic Relationships #9</b>          Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. (3.5)</p>	<p><b>Number Operations and Relationships</b></p> <p><b>B.a:1</b> Recognize and apply place-value concepts to whole numbers less than 10,000 (2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9)</p> <p><b>B.a:2</b> Read, write, and represent numbers using words, numerals, pictures (e.g., base ten blocks), number lines, arrays, expanded forms (<math>243=200+40+3</math>) and symbolic renaming e.g., <math>243=250-7</math> (2.6, 3.3, 3.4, 3.6)</p> <p><b>B.b:8</b> Use addition and subtraction in everyday situations and solve one- and two-step word problems (2.5, 2.9, 2.10, 2.13, 3.3, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10)</p> <p><b>B.b:9</b> Solve double- and triple-digit addition and subtraction problems with regrouping in horizontal and vertical format in problems with and without context (3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10)</p> <p><b>B.b:14</b> Estimate sums to tens, hundreds and thousands and differences of ten and hundreds (2.7, 2.8, 2.12, 2.14)</p> <p><b>B.b:15</b> Determine reasonableness of answers (2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11)</p> <p><b>Algebraic Relationships</b></p> <p><b>F.a:1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. (3.5)</p>	<p><b>MPS Number Operations and Relationships CABS #5, 6, 8</b></p> <p><b>MPS Algebraic Relationships CABS #3, 4, 7A</b></p>
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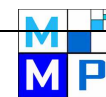
<p><b>October</b></p> <p><i>20 teaching days</i></p>	<p><b>Chapter 3: Adding and Subtracting</b></p> <p><b>3.8</b> Models for Subtracting Three-Digit Numbers (NO&amp;R)</p> <p><b>3.9</b> Subtracting Three-Digit Numbers (NO&amp;R)</p> <p><b>3.10</b> Subtracting Across Zero (NO&amp;R)</p> <p><b>3.11</b> Problem-Solving Skill: Exact Answer or Estimate (NO&amp;R)</p>	<p><b>See Targets Above</b></p>	<p><b>See Descriptors Above</b></p>	
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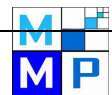
<p><b>November</b></p> <p><i>13 days</i></p>	<p><b>Chapter 3: Adding and Subtracting</b></p> <p><b>3.12</b> Adding and Subtracting Money (NO&amp;R)  <b>3.13</b> Choose a Computation Method (NO&amp;R)  <b>3.14</b> Equality and Inequality (AR)  <b>3.15</b> Problem-Solving Application (NO&amp;R)</p> <p><b>Chapter 4: Time, Data, and Graphs</b></p> <p><b>4.1</b> Time to the half hour and the Quarter Hour (M)  <b>4.2</b> Time to the Minute (M)  <b>4.3</b> Elapsed Time (M)  <b>4.4</b> Using a Calendar (M)  <b>4.5</b> Using Tally Charts to Organize Data (Stats &amp; Prob)  <b>4.6</b> Using Line Plots to Organize Data (Stats &amp; Prob)  <b>4.7</b> Reading Pictograph and Bar Graphs (Stats &amp; Prob)  <b>4.8</b> Problem-Solving Skill: Writing to Compare (Stats &amp; Prob)  <b>4.9</b> Graphing Ordered Pairs (G)</p>	<p><b>Number Operations and Relationships #1</b></p> <p>Communicate and use fluent and flexible strategies to represent and compare numbers, estimate, and solve real-world addition and subtraction problems including money. <b>(3.12, 3.13, 3.14, 3.15)</b></p> <p><b>Algebraic Relationships #10</b></p> <p>Explain the meaning of the equals sign, use symbols to represent problem situations, and use properties and relationships to solve open and true/false number sentences. <b>(3,14)</b></p> <p><b>Measurement #6</b></p> <p>Read and interpret customary and metric measuring instruments and determine time to the nearest minute and elapsed time in real-world situations. <b>(4.1, 4.2, 4.3, 4.4)</b></p>	<p><b>Number Operations and Relationships</b></p> <p><b>B.b:9</b> Solve double-and triple-digit addition and subtraction problems with regrouping in horizontal and vertical format in problems with and without context. <b>(3.12, 3.13, 3.15)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers. <b>(3.12, 3.13, 3.14, 3.15)</b></p> <p><b>Algebraic Relationships</b></p> <p><b>F.b:3</b> Demonstrate an understanding that the “=” sign means “the same as” by solving open or true/false number sentences. <b>(3.14)</b></p> <p><b>F.b:4</b> Use notation to represent mathematical thinking: letter or box (variable); operation symbols (+,-,=). <b>(3.14)</b></p> <p><b>F.b:5</b> Demonstrate a basic understanding of equality and inequality using symbols (&lt;.&gt;, =) with simple addition and subtraction. <b>(3.14)</b></p> <p><b>Measurement</b></p> <p><b>D.a:1</b> Describe attributes of length, time, temperature, liquid capacity, weight/mass, volume and identify appropriate units to measure them. Units include: inches, feet, yards, miles, meters, centimeters, millimeters, cups, quarts, gallons, liters, seconds, minutes, hours, days, months, years, ounces, pounds, grams and degrees Fahrenheit/Celsius. <b>(4.1, 4.2, 4.3, 4.4)</b></p> <p><b>D.a:3</b> Make measurement conversions within a system (e.g., yards to feet; feet to inches; hours to minutes; days to hours; years to months; gallons to quarts). <b>(4.1, 4.2, 4.4)</b></p> <p><b>D.b:6</b> Tell time to the nearest minute and translate time from analog to digital clocks and vice versa. <b>(4.1, 4.2)</b></p> <p><b>D.b:7</b> Determine and compare elapsed time in multiples of 15 minutes in problem-solving situations. <b>(4.3)</b></p>	<p><b>MPS Algebraic Relationships</b>  <b>CABS #1, 2, 3, 4</b></p> <p><b>MPS Number Operations and Relationships</b>  <b>CABS #5, 6a, 6b</b></p> <p><b>MPS Measurement</b>  <b>CABS #9a, 9b</b></p> <p><b>MPS Geometry</b>  <b>CABS #3a, 3b</b></p>
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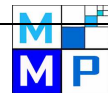
<p><b>November</b></p> <p><i>13 days</i></p>		<p><b>Statistics &amp; Probability #7</b></p> <p>Formulate questions that lead to real-world data investigations, collect, organize, and display data, and draw reasonable conclusions based on the data. <b>(4.5, 4.6, 4.7, 4.8)</b></p> <p><b>Geometry # 4</b></p> <p>Describe, compare, and use properties of polygons (2-D) and polyhedra (3-D) when they are combined, decomposed, and transformed (e.g., slides, flips, and turns), and identify locations of figures on a coordinate system. <b>(4.9)</b></p>	<p><b>Statistics &amp; Probability</b></p> <p><b>E.a:1</b> Answer and pose questions about collecting, organizing, and displaying data. Work with data in the context of real-world situations by formulating questions that lead to data collection and analysis and determining what data to collect and when and how to collect the data. . <b>(4.5, 4.6, 4.7, 4.8)</b></p> <p><b>E.a:2</b> Collect, organize, and display data in simple bar graphs and charts including translating data from one form to the other. . <b>(4.7, 4.8)</b></p> <p><b>E.a:3</b> Draw reasonable conclusions based on simple interpretations of data. <b>(4.5, 4.6, 4.7, 4.8)</b></p> <p><b>E.a:4</b> Read, use information, and draw reasonable conclusions from data in graphs, tables, charts, and Venn diagrams. . <b>(4.5, 4.6, 4.7, 4.8)</b></p> <p><b>Geometry</b></p> <p><b>C.c:5</b> Use simple 2-dimensional coordinate systems to find locations on maps and to represent points and simple figures with coordinates using letters and numbers, (e.g., (E, 3)). <b>(4.9)</b></p>	
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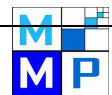
<p><b>December</b>  <i>15 days</i></p>	<p><b>Chapter 4: Time, Data, and Graphs</b></p> <p><b>4.10</b> Reading Line Graphs (Stats &amp; Prob)  <b>4.11</b> Making Pictographs (Stats &amp; Prob)  <b>4.12</b> Making Bar Graphs (Stats &amp; Prob)  <b>4.13</b> Making Line Graphs (Stats &amp; Prob)  <b>4.14</b> Problem-Solving Strategy: Make a Graph (Stats &amp; Prob)  <b>4.15</b> Problem-Solving Application (Prob &amp; Stat)</p> <p><b>Chapter 5: Multiplication Concepts and Facts</b></p> <p><b>5.1</b> Multiplication as Repeated Addition (NO&amp;R, AR)  <b>5.2</b> Arrays and Multiplication (NO&amp;R, AR)  <b>5.3</b> Writing Multiplication Stories (NO&amp;R)  <b>5.4</b> Make A Table (NO&amp;R, AR)  <b>5.5</b> 2 As A Factor (NO&amp;R)  <b>5.6</b> 5 As A Factor (NO&amp;R, AR)  <b>5.7</b> 10 As A Factor (NO&amp;R, AR)  <b>5.8</b> Multiple-Step Problems (NO&amp;R)  <b>5.9</b> Multiplying with 0 and 1 (NO&amp;R, AR)</p>	<p><b>Statistics &amp; Probability #7</b></p> <p>Formulate questions that lead to real-world data investigations, collect, organize, and display data, and draw reasonable conclusions based on the data. <b>(4.10, 4.11, 4.12, 4.13, 4.14, 4.15)</b></p> <p><b>Number Operations and Relationships #2</b></p> <p>Represent and use concepts of multiplication (e.g., grouping, arrays, skip counting, repeated addition) and division (i.e., sharing, measuring, repeated subtraction) to solve problems with and without context. <b>(5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9)</b></p> <p><b>Algebraic Relationships #9</b></p> <p>Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. <b>(5.1, 5.4, 5.6, 5.7, 5.9)</b></p>	<p><b>Statistics &amp; Probability</b></p> <p><b>E.a:1</b> Answer and pose questions about collecting, organizing, and displaying data. Work with data in the context of real-world situations by formulating questions that lead to data collection and analysis and determining what data to collect and when and how to collect the data. <b>(4.10, 4.11, 4.12, 4.13, 4.14, 4.15)</b></p> <p><b>E.a:2</b> Collect, organize, and display data in simple bar graphs and charts including translating data from one form to the other. <b>(4.12, 4.14, 4.15)</b></p> <p><b>E.a:3</b> Draw reasonable conclusions based on simple interpretations of data. <b>(4.10, 4.11, 4.12, 4.13, 4.14, 4.15)</b></p> <p><b>E.a:4</b> Read, use information, and draw reasonable conclusions from data in graphs, tables, charts, and Venn diagrams. <b>(4.10, 4.11, 4.12, 4.13, 4.14, 4.15)</b></p> <p><b>Number Operations and Relationships</b></p> <p><b>B.a:4</b> Count by 2s, 3s, 5s, 10s, 25s, and 100s starting with any multiple and 100s starting with any number. Identify and name counting patterns. <b>(5.1, 5.5, 5.6, 5.7)</b></p> <p><b>B.b:10</b> Demonstrate understanding of multiplication as grouping or repeated addition or arrays in problems with and without context (without context up to <math>5 \times 9</math>; in context products up to 100). <b>(5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers. <b>(5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9)</b></p> <p><b>Algebraic Relationships</b></p> <p><b>F.a: 1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> </ul>	<p><b>MPS Statistics &amp; Prob CABS #12a, 12b, 12c, 13a, 13b, 13c</b></p> <p><b>MPS Algebraic Relationships CABS #11a</b></p>
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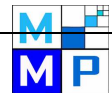
<p><b>December</b></p> <p><i>15 days</i></p>		<p><b>Algebraic Relationships #10</b></p> <p>Explain the meaning of the equals sign, use symbols to represent problem situations, and use properties and relationships to solve open and true/false number sentences. (5.2)</p>	<ul style="list-style-type: none"> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. (5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9)</p> <p><b>F.b:6</b> Use properties and relationships of arithmetic to determine what number goes in a “box” to make a number sentence true,</p> <ul style="list-style-type: none"> <li>• Identify property of zero. Ex: <math>12 + 0 =</math> “box”</li> <li>• Identify property of one. Ex: <math>5 \times 1 =</math> “box”</li> <li>• Commutative property for addition of single-digits</li> <li>• Associative property (5.2)</li> </ul>	
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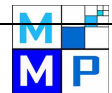
<p><b>January</b>  <i>18 days</i></p>	<p><b>Chapter 5: Multiplication Concepts and Facts</b></p> <p><b>5.10</b> 9 As A Factor (NO&amp;R, AR)  <b>5.11</b> Practicing Multiplication Facts (NO&amp;R, AR)  <b>5.12</b> Bicycles (NO&amp;R)</p> <p><b>Chapter 6: More Multiplication Facts</b></p> <p><b>6.1</b> 3 as a Factor (NO&amp;R)  <b>6.2</b> 4 as a Factor (NO&amp;R)  <b>6.3</b> 6 and 7 as Factors (NO&amp;R)  <b>6.4</b> 8 as a Factor (NO&amp;R)  <b>6.5</b> Practicing Multiplication Facts (NO&amp;R, AR)  <b>6.6</b> Look for a Pattern (AR)  <b>6.7</b> Using Multiplication to Compare (NO&amp;R)  <b>6.8</b> Patterns on a Table (NO&amp;R, AR)  <b>6.9</b> Multiplying with Three Factors (NO&amp;R, AR)  <b>6.10</b> Find a Rule (AR)  <b>6.11</b> Choose a Operation (AR)  <b>6.12</b> Problem Solving Applications: Sandworms (NO&amp;R)</p>	<p><b>Number Operations and Relationships #2</b></p> <p>Represent and use concepts of multiplication (e.g., grouping, arrays, skip counting, repeated addition) and division (i.e., sharing, measuring, repeated subtraction) to solve problems with and without context. <b>(5.10, 5.11, 5.12, 6.1, 6.2, 6.3, 6.4, 6.5, 6.7, 6.9, 6.12, 7.1, 7.2, 7.3)</b></p> <p><b>Algebraic Relationships #9</b></p> <p>Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. <b>(5.10, 5.11, 6.5, 6.6, 6.8, 6.10, 6.12)</b></p> <p><b>Algebraic Relationships #10</b></p> <p>Explain the meaning of the equals sign, use symbols to represent problem situations, and use properties and relationships to solve open and true/false number sentences. <b>(6.9, 6.11)</b></p>	<p><b>Number Operations and Relationships</b></p> <p><b>B.a:2</b> Read, write, and represent numbers using words, numerals, pictures (e.g., base ten blocks), number lines, arrays, expanded forms (<math>243=200+40+3</math>) and symbolic renaming e.g., <math>243=250-7</math>. <b>(6.1, 6.2, 6.3, 6.4)</b></p> <p><b>B.a:4</b> Count by 2s, 3s, 5s, 10s, 25s, and 100s starting with any multiple and 100s starting with any number. Identify and name counting patterns. <b>(6.1, 6.2, 6.3, 6.6)</b></p> <p><b>B.b:10</b> Demonstrate understanding of multiplication as grouping or repeated addition or arrays in problems with and without context (without context up to <math>5 \times 9</math>; in context products up to 100). <b>(6.1, 6.2, 6.3, 6.4, 6.5, 6.7)</b></p> <p><b>B.b:11</b> Demonstrate understanding of the concept of division as repeated subtraction, partitioning/sharing, or measuring (dividend up to 45 and divisors up to 5). <b>(7.1, 7.2, 7.3)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers. <b>(5.10, 5.11, 5.12, 6.1, 6.2, 6.3, 6.4, 6.5, 6.7, 6.9, 6.12, 7.1, 7.2, 7.3)</b></p> <p><b>Algebraic Relationships</b></p> <p><b>F.a:1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. <b>(5.10, 5.11, 6.5, 6.6, 6.8, 6.10)</b></p> <p><b>F.b:4</b> Use notation to represent mathematical thinking: letter or box (variable); operation symbols (+,-,=). <b>(6.11)</b></p>	<p><b>MPS Number Operation and Relationships CABS #2, 4, 11</b></p> <p><b>MPS Algebraic Relationships CABS #9, 11a, 11b, 12</b></p>
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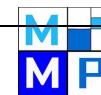
<p><b>January</b> <i>18 days</i></p>	<p><b>Chapter 7: Division Concepts and Facts</b></p> <p><b>7.1</b> Division is Sharing (NO&amp;R)  <b>7.2</b> Division as Repeated Subtraction (NO&amp;R)  <b>7.3</b> Writing Division Stories (NO&amp;R)</p>		<p><b>Algebraic Relationships</b></p> <p><b>F.b:6</b> Use properties and relationships of arithmetic to determine what number goes in a “box” to make a number sentence true,</p> <ul style="list-style-type: none"> <li>• Identify property of zero. Ex: <math>12 + 0 =</math> “box”</li> <li>• Identify property of one. Ex: <math>5 \times 1 =</math> “box”</li> <li>• Commutative property for addition of single-digits</li> <li>• Associative property (<b>6.9</b>)</li> </ul>	
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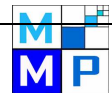
<p><b>February</b>  <i>20 days</i></p>	<p><b>Chapter 7: Division Concepts and Facts</b></p> <p><b>7.4</b> Problem Solving Strategy: Try, Check, and Revise (NO&amp;R)  <b>7.5</b> Relating Multiplication and Division (NO&amp;R)  <b>7.6</b> Dividing with 2 and 5 (NO&amp;R)  <b>7.7</b> Dividing with 3 and 4 (NO&amp;R)  <b>7.8</b> Dividing with 6 and 7 (NO&amp;R)  <b>7.9</b> Dividing with 8 and 9 (NO&amp;R)  <b>7.10</b> Dividing with 0 and 1 (NO&amp;R)  <b>7.11</b> Remainders (NO&amp;R)  <b>7.12</b> Division Patterns with 10,11, and 12 (NO&amp;R, AR)  <b>7.13</b> Problem Solving Skill: Translating Words to Expressions (NO&amp;R)  <b>7.14</b> Problem Solving Applications: Tunnels (NO&amp;R)</p> <p><b>Chapter 8: Geometry and Measurement</b></p> <p><b>8.1</b> Solid Figures (G)  <b>8.2</b> Relating Solids and Shapes (G)  <b>8.3</b> Problem Solving Strategy: Act It Out (AR, G)  <b>8.4</b> Lines and Line Segments (G)  <b>8.5</b> Angles (G)</p>	<p><b>Number Operations and Relationships #2</b></p> <p>Represent and use concepts of multiplication (e.g., grouping, arrays, skip counting, repeated addition) and division (i.e., sharing, measuring, repeated subtraction) to solve problems with and without context. <b>(7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14)</b></p> <p><b>Algebraic Relationships #9</b></p> <p>Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. <b>(7.12)</b></p> <p><b>Geometry # 4</b></p> <p>Describe, compare, and use properties of polygons (2-D) and polyhedra (3-D) when they are combined, decomposed, and transformed (e.g., slides, flips, and turns), and identify locations of figures on a coordinate system. <b>(8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9)</b></p>	<p><b>Number Operations and Relationships</b></p> <p><b>B.a:2</b> Read, write, and represent numbers using words, numerals, pictures (e.g., base ten blocks), number lines, arrays, expanded forms (<math>243=200+40+3</math>) and symbolic renaming e.g., <math>243=250-7</math>. <b>(7.12, 7.13, 7.14)</b></p> <p><b>B.b:11</b> Demonstrate understanding of the concept of division as repeated subtraction, partitioning/sharing, or measuring (dividend up to 45 and divisors up to 5). <b>(7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers. <b>(7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14)</b></p> <p><b>Algebraic Relationships</b></p> <p><b>F.a:1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. <b>(7.12)</b></p> <p><b>Geometry</b></p> <p><b>C.a:1</b> Identify, describe and compare properties of 2 and 3 dimensional figures such as squares, triangles, rectangles, pentagon, hexagon, octagon, pattern block shapes, circles, cubes, pyramids, rectangular prisms, tetrahedrons, cylinders, and spheres (e.g. comparing sides, faces, corners, and edges). <b>(8.1, 8.2, 8.6, 8.7, 8.8,)</b></p> <p><b>C.b:2</b> Create and identify 2-dimensional geometric shapes by combining or decomposing other shapes. <b>(8.2, 8.6, 8.7, 8.8)</b></p>	<p><b>MPS Number Operation and Relationships</b> <b>CABS #1, 4, 8, 9a, 9b, 10, 11</b></p> <p><b>MPS Geometry</b> <b>CABS #1a, 1b, 4a, 4b, 5</b></p>
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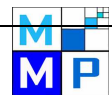
<p><b>February</b> <i>20 days</i></p>	<p><b>Chapter 8: Geometry and Measurement</b> <b>8.6</b> Polygons (G) <b>8.7</b> Triangles (G) <b>8.8</b> Quadrilaterals (G) <b>8.9</b> Congruent Figures and Motion (G)</p>		<p><b>Geometry</b> <b>C.b:3</b> Identify cubes and square pyramid shapes from their nets (flat patterns). <b>(8.2)</b> <b>C.b:4</b> Apply concepts of single-motion geometry (e.g., slides, flips, and turns) to match two identical shapes. <b>(8.9)</b></p>	
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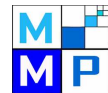
<p><b>March</b> <i>14 days</i></p>	<p><b>Chapter 8: Geometry and Measurement</b></p> <p>8.10 Symmetry (G) 8.11 Perimeter (G, M) 8.12 Area ( M) 8.13 Volume ( M) 8.14 Problem Solving Skill: Writing to Describe (G) 8.15 Problem Solving Application: Sports Flags (G, M)</p> <p><b>Chapter 9: Fractions and Measurement</b></p> <p>9.1 Equal Parts of a Whole (NO&amp;R, G) 9.2 Naming Fractional Parts (NO&amp;R, G) 9.3 Equivalent Fractions (NO&amp;R) 9.4 Comparing and Ordering Fractions (NO&amp;R) 9.5 Estimating Fractional Amounts (NO&amp;R) 9.6 Fractions on the Number Line (NO&amp;R) 9.7 Fractions and Sets (NO&amp;R) 9.8 Finding Fractional Parts of a Set (NO&amp;R)</p>	<p><b>Measurement #5</b> Use appropriate standard and non-standard units to compare and estimate measurable attributes of objects, including area and perimeter, and make simple unit conversions within a measurement system. (8.11, 8.12, 8.13, 8.15)</p> <p><b>Geometry # 4</b> Describe, compare, and use properties of polygons (2-D) and polyhedra (3-D) when they are combined, decomposed, and transformed (e.g., slides, flips, and turns), and identify locations of figures on a coordinate system. (8.14)</p> <p><b>Number Operations and Relationships #3</b> Use part-whole and set models to represent, compare, and solve problems with fractions less than, equal to, and greater than one whole. (9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8)</p>	<p><b>Measurement</b></p> <p><b>D.a:2</b> Compare attributes of length, volume and weight by observation or when given actual measurements. ( 8.13)</p> <p><b>D.b:8</b> Investigate measurements of area and perimeter. (8.11, 8.12)</p> <p><b>Geometry</b></p> <p><b>C.a:1</b> Identify, describe and compare properties of 2 and 3 dimensional figures such as squares, triangles, rectangles, pentagon, hexagon, octagon, pattern block shapes, circles, cubes, pyramids, rectangular prisms, tetrahedrons, cylinders, and spheres (e.g. comparing sides, faces, corners, and edges). (8.14)</p> <p><b>Number Operations and Relationships</b></p> <p><b>B.a:6</b> Identify a fractional part of a collection/set or parts of a whole. (9.1, 9.2, 9.6, 9.7, 9.8)</p> <p><b>B.a:7</b> Read, write, order, and represent unit fractions (e.g., 1/2, 1/3, 1/4) and part(s) of a set. (9.1, 9.2)</p> <p><b>B.b:12</b> Use fractions to represent quantities when solving problems involving equal sharing or partitioning including fractions less than one as well as mixed numbers. (9.3)</p> <p><b>B.b:13</b> Represent fractions with shaded circles, rods, squares or pictorial representations of objects (for a set). (9.1, 9.2)</p> <p><b>B.b:15</b> Determine reasonableness of answers. (9.1, 9.2, 9.3, 9.4, 9.5 )</p>	<p><b>MPS Measurement CABS #6a, 6b, 11a, 11b, 14</b></p> <p><b>MPS Geometry CABS # 6a, 6b</b></p>
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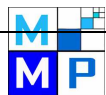
<p><b>April</b> <i>21 days</i></p>	<p><b>Chapter 9: Fractions and Measurement</b></p> <p><b>9.9</b> Adding and Subtracting Fractions (NO&amp;R)  <b>9.10</b> Mixed Numbers (NO&amp;R)  <b>9.11</b> Problem-Solving Strategy: Solve a Simpler Problem (NO&amp;R, G)  <b>9.12</b> Length (M)  <b>9.13</b> Measuring to the Nearest <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> Inch (M)  <b>9.14</b> Length in Feet and Inches (M)  <b>9.15</b> Feet, Yards, and Miles (M)  <b>9.16</b> Problem Solving Skill: Extra or Missing Information (Not in 3<sup>rd</sup> grade Targets or Descriptors)  <b>9.17</b> Problem-Solving Applications: Buttons (NO&amp;R)</p> <p><b>Chapter 10: Decimals and Measurement</b></p> <p><b>10.1</b> Tenths (NO&amp;R) *  <b>10.2</b> Hundredths (NO&amp;R)*  <b>10.3</b> Comparing and Ordering Decimals (NO&amp;R)*  <b>10.4</b> Adding and Subtracting Decimals (NO&amp;R)*</p>	<p><b>Number Operations and Relationships #2</b>                  Represent and use concepts of multiplication (e.g., grouping, arrays, skip counting, repeated addition) and division (i.e., sharing, measuring, repeated subtraction) to solve problems with and without context. <b>(9.11, 11.1, 11.2)</b></p> <p><b>Number Operations and Relationships #3</b>                  Use part-whole and set models to represent, compare, and solve problems with fractions less than, equal to, and greater than one whole. <b>(9.9, 9.10, 9.11)</b></p> <p><b>Geometry # 4</b>                  Describe, compare, and use properties of polygons (2-D) and polyhedra (3-D) when they are combined, decomposed, and transformed (e.g., slides, flips, and turns), and identify locations of figures on a coordinate system. <b>(9.11)</b></p>	<p><b>Number Operations and Relationships</b></p> <p><b>B.a:4</b> Count by 2s, 3s, 5s, 10s, 25s, and 100s starting with any multiple and 100s starting with any number. Identify and name counting patterns. <b>(9.11)</b></p> <p><b>B.a:6</b> Identify a fractional part of a collection/set or parts of a whole. <b>(9.11)</b></p> <p><b>B.b:10</b> Demonstrate understanding of multiplication as grouping or repeated addition or arrays in problems with and without context (without context up to <math>5 \times 9</math>; in context products up to 100). <b>(11.1, 11.2)</b></p> <p><b>B.b:12</b> Use fractions to represent quantities when solving problems involving equal sharing or partitioning including fractions less than one as well as mixed numbers. <b>(9.10, 9.17)</b></p> <p><b>B.b:13</b> Represent fractions with shaded circles, rods, squares or pictorial representations of objects (for a set). <b>(9.11)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers <b>(9.11, 11.1, 11.2)</b></p> <p><b>Geometry</b></p> <p><b>C.a:1</b> Identify, describe and compare properties of 2 and 3 dimensional figures such as squares, triangles, rectangles, pentagon, hexagon, octagon, pattern block shapes, circles, cubes, pyramids, rectangular prisms, tetrahedrons, cylinders, and spheres (e.g. comparing sides, faces, corners, and edges). <b>(9.11)</b></p> <p><b>C.b:3</b> Identify cubes and square pyramid shapes from their nets (flat patterns). <b>(9.11)</b></p> <p><b>C.b:4</b> Apply concepts of single-motion geometry (e.g., slides, flips, and turns) to match two identical shapes. <b>(9.11)</b></p>	<p><b>MPS Measurement CABS # 2, 5, 10, 12</b></p> <p><b>MPS Algebraic Relationships CABS #12</b></p>
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<p><b>April</b> <i>21 days</i></p>	<p><b>Chapter 10: Decimals and Measurement</b></p> <p><b>10.5</b> Problem-Solving Strategy: Make an Organized List</p> <p><b>10.6</b> Centimeters and Decimeters (M)</p> <p><b>10.7</b> Meters and Kilometers (M)</p> <p><b>10.8</b> Problem-Solving Skill: Writing to Explain (M, AR)</p> <p><b>10.9</b> Problem-Solving Applications: Beaver</p> <p><b>Chapter 11: Multiplying and Dividing Greater Numbers</b></p> <p><b>11.1</b> Mental Math: Multiplication Patterns (NO&amp;R)</p> <p><b>11.2</b> Estimating Products (NO&amp;R)</p>	<p><b>Measurement #5</b> Use appropriate standard and non-standard units to compare and estimate measurable attributes of objects, including area and perimeter, and make simple unit conversions within a measurement system. <b>(9.12, 9.13, 9.14, 9.15, 10.6, 10.7, 10.8)</b></p> <p><b>Measurement #6</b> Read and interpret customary and metric measuring instruments and determine time to the nearest minute and elapsed time in real-world situations. <b>(9.12, 9.13, 9.14, 9.15)</b></p> <p><b>Algebraic Relationships #9</b> Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. <b>(10.8)</b></p>	<p><b>Measurement</b></p> <p><b>D.a:1</b> Describe attributes of length, time, temperature, liquid capacity, weight/mass, volume and identify appropriate units to measure them. Units include: inches, feet, yards, miles, meters, centimeters, millimeters, cups, quarts, gallons, liters, seconds, minutes, hours, days, months, years, ounces, pounds, grams and degrees Fahrenheit/Celsius. <b>(9.12, 10.6, 10.7, 10.8)</b></p> <p><b>D.a:2</b> Compare attributes of length, volume and weight by observation or when given actual measurements. <b>(9.12, 9.13, 9.14, 9.15)</b></p> <p><b>D.a:3</b> Make measurement conversions within a system (e.g., yards to feet; feet to inches; hours to minutes; days to hours; years to months; gallons to quarts). <b>(9.13, 9.14, 9.15)</b></p> <p><b>D.b:4</b> Read and interpret measuring instruments to determine the measurement of objects with non-standard and standard units to the nearest centimeter, 1/4-inch. <b>(9.12, 9.13)</b></p> <p><b>D.c:9</b> Apply estimation techniques using non-standard units. <b>(9.12)</b></p> <p><b>Algebraic Relationships</b></p> <p><b>F.c:7</b> Use simple equations in a variety of ways to demonstrate the properties. <b>(10.8)</b></p>	
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<p><b>May</b></p> <p><i>20 teaching days</i></p> <p>*The time allotted and the emphasis on these lessons, are at the discretion of the teacher. These sub-skills are beyond the parameters of the state descriptors and the MPS Learning Targets for 3<sup>rd</sup> grade.</p>	<p><b>Chapter 11: Multiplying and Dividing Greater Numbers</b></p> <p><b>11.3</b> Mental Math: Division Patterns (NO&amp;R)  <b>11.4</b> Estimating Quotients (NO&amp;R)  <b>11.5</b> Multiplication and Arrays (NO&amp;R)  <b>11.6</b> Breaking Numbers Apart to Multiply (NO&amp;R)  <b>11.7</b> Multiplying Two-Digit Numbers (NO&amp;R)  <b>11.8</b> Multiplying Three-Digit Numbers (Not in 3<sup>rd</sup> grade Targets or Descriptors)  <b>11.9</b> Multiplying Money (Not in 3<sup>rd</sup> grade Targets or Descriptors)  <b>11.10</b> Choose a Computation Method (Not in 3<sup>rd</sup> grade Targets or Descriptors)  <b>11.11</b> Problem-Solving Strategy: Using Logical Reasoning (Not in 3<sup>rd</sup> grade Targets or Descriptors)  <b>11.12</b> Using Objects to Divide (NO&amp;R, AR)  <b>11.13</b> Breaking Numbers Apart to Divide *  <b>11.14</b> Dividing  <b>11.15</b> Problem-Solving Skill: Interpreting Remainders *  <b>11.16</b> Problem-Solving Applications: Steam Trains *</p>	<p><b>Algebraic Relationships #9</b>  Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. <b>(11.3, 11.5, 11.6, 11.12)</b></p> <p><b>Number Operations and Relationships #2</b>  Represent and use concepts of multiplication (e.g., grouping, arrays, skip counting, repeated addition) and division (i.e., sharing, measuring, repeated subtraction) to solve problems with and without context. <b>(11.3, 11.4, 11.5, 11.6, 11.7, 11.12)</b></p> <p><b>Measurement #6</b>  Read and interpret customary and metric measuring instruments and determine time to the nearest minute and elapsed time in real-world situations. <b>(12.1, 12.2, 12.4, 12.5, 12.6)</b></p>	<p><b>Algebraic Relationships</b></p> <p><b>F.a:1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. <b>(11.3, 11.5, 11.6, 11.12)</b></p> <p><b>Number Operations and Relationships</b></p> <p><b>B.b:10</b> Demonstrate understanding of multiplication as grouping or repeated addition or arrays in problems with and without context (without context up to 5 x 9; in context products up to 100). <b>( 11.3, 11.5, 11.6, 11.7)</b></p> <p><b>B.b:11</b> Demonstrate understanding of the concept of division as repeated subtraction, partitioning/sharing, or measuring (dividend up to 45 and divisors up to 5). <b>(11.4, 11.12)</b></p> <p><b>B.b:15</b> Determine reasonableness of answers. <b>(11.3, 11.4, 11.5, 11.6, 11.7, 11.12)</b></p> <p><b>Measurement</b></p> <p><b>D.a:1</b> Describe attributes of length, time, temperature, liquid capacity, weight/mass, volume and identify appropriate units to measure them. Units include: inches, feet, yards, miles, meters, centimeters, millimeters, cups, quarts, gallons, liters, seconds, minutes, hours, days, months, years, ounces, pounds, grams and degrees Fahrenheit/Celsius. <b>(12.1, 12.2, 12.4, 12.5, 12.6)</b></p>	<p><b>MPS Measurement CABS # 1, 3a, 3b, 3c, 4, 7, 8, 13</b></p>
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<p><b>May</b> <i>20 teaching days</i></p>	<p><b>Chapter 12: Measurement and Probability</b>  <b>12.1</b> Customary Units of Capacity (M)  <b>12.2</b> Milliliters and Liters (M)  <b>12.3</b> Problem-Solving Strategy: Work Backward (AR)  <b>12.4</b> Customary Units of Weight (M)  <b>12.5</b> Grams and Kilograms (M)  <b>12.6</b> Temperature (M)</p>	<p><b>Algebraic Relationships #9</b>  Describe, extend, and make generalizations about geometric and numeric patterns, including odd and even numbers. <b>(12.3)</b></p>	<p><b>Measurement</b>  <b>D.a:2</b> Compare attributes of length, volume and weight by observation or when given actual measurements. <b>(12.1, 12.2, 12.4, 12.5, )</b>  <b>D.a:3</b> Make measurement conversions within a system (e.g., yards to feet; feet to inches; hours to minutes; days to hours; years to months; gallons to quarts). <b>(12.1, 12.2, 12.4, 12.5)</b></p> <p><b>Algebraic Relationship</b>  <b>F.a:1</b> Recognize, extend, describe, create, and replicate a variety of patterns including attribute, number and geometric patterns. Such as:</p> <ul style="list-style-type: none"> <li>• Picture patterns</li> <li>• Patterns in tables and charts</li> <li>• “What’s-my-rule?” patterns</li> <li>• Patterns using addition and subtraction rules</li> </ul> <p>Focusing on relationships within patterns as well as extending patterns e.g., patterns and relationships represented with pictures, tables and charts; “what’s-my-rule?” patterns using addition and subtraction rules. <b>(12.3)</b></p>	
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<p><b>June</b>  <i>7 days</i></p>	<p><b>Chapter 12: Measurement and Probability</b></p> <p><b>12.7</b> Describing Chances (S&amp;P)  <b>12.8</b> Fair and Unfair (S&amp;P)  <b>12.9</b> Probability (S&amp;P)  <b>12.10</b> Problem- Solving Skill:                  Writing to Explain                  Problem-Solving                  Applications : Dinosaur park (S&amp;P)</p>	<p><b>Statistics &amp; Probability #8</b></p> <p>Determine the likelihood (e.g., more, less, or equally likely) and fairness of events, and describe and predict outcomes and combinations of simple events. <b>(12.7, 12.8, 12.9)</b></p>	<p><b>Statistics &amp; Probability</b></p> <p><b>E.b:5</b> Determine if the occurrence of future events are more, less, or equally likely to occur. <b>(12.7, 12.8, 12.9, 12.10)</b></p> <p><b>E.b:6</b> Design a fair and an unfair spinner. <b>(12.8, 12.10)</b></p> <p><b>E.b:7</b> Predict the outcomes of a simple event using words to describe probability. Ex: Flipping a coin has a 1 out of 2 chance of getting a head. <b>(12.7, 12.8, 12.9, 12.10)</b></p> <p><b>E.b:8</b> Describe and determine the number of combinations for choosing 2 out of 3 items. Ex: Red hat, blue jacket and green jacket. What are the combinations of wearing a hat and a jacket? <b>(12.8, 12.9, 12.10)</b></p>	<p><b>MPS Statistics &amp; Probability CABS #1, 2, 3, 4, 5, 6, 7, 8, 9, 10a, 10b, 11, 14a, 14b, 15</b></p>
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