

UNIT Third Grade Mathematics	STUDENT OBJECTIVE	EXAMPLE / ACTIVITIES	RESOURCES / MATERIALS	ASSESSMENT	WORK – PLACE READINESS STANDARD
Number and Number Theory	Students will use real life experiences, physical materials, and technology to construct meanings for whole numbers, commonly used fractions, and decimals.	Have students model various 0-5 multiplication facts by drawing pictures of equal groups of people, animals, or objects, for example: for the problem $3 \times 6 = 18$ a student might show 3 groups of 6 apples. Have students share their model, perhaps exchanging their pictures to have someone else write the multiplication facts.	Drawing paper Crayons Pencils	Teacher Observation Work books and Worksheets Tests and Quizzes	4.1.3.A.1.3
Number Sense	Students will develop an understanding of place value concepts and numeration in relationship to counting and grouping.	Have each student make a place value chart to six places. Give each pair of students 2 number card sets 0-9 and several extra cards, each with the number 1. Write $23,467 + 9,721$ in vertical form on the board. Have students model the addends with number cards places on appropriate placed in the chart. Have students find the sum of the cards in each place and write it as the appropriate digit in the example, regrouping when necessary. Repeat the process with other four and five digit addends.	Place value charts Number cards Chalkboard and chalk	Teacher Observation Work books and Worksheets Tests and Quizzes	4.1.3.A.2
Procedures	Students will use the associate, commutative and zero properties of addition.	Have pairs of students work with one calculator to test the three addition properties in this less. One student keys in $465+893=$, finds the sum, and records the computation. The partner keys in $893+465+$, finds the sum, and records the computation. Students compare answers. Have students repeat the activity with three addends with zero as an addend.	Calculators Paper and pencil	Teacher Observation Work books and Worksheets Tests and Quizzes	4.3.3.D.1.2
Numerical Operations	Students will develop meaning for the four basic arithmetic operations by modeling and discussing a variety of strategies.	Write the example $\$5.00 = \2.49 on the board. Have students begin with five \$1 bills, trade \$1 for 10 dimes, and trade 1 dime for 10 pennies. Have students to subtract 9 pennies, 4 dimes, and 2 dollars. Have students work in small groups arranging centicubes to illustrate $8/2=4$. Have students double the dividend and the division and show the quotient.	Play money Centicubes Paper and pencil Chalkboard and chalk	Teacher Observation Work books and Worksheets Tests and Quizzes	4.1.3.B.1