Sample Mathematics SOL Aligned Curriculum - Grade 3

The third-grade standards place emphasis on using a variety of methods to solve problems involving addition and subtraction of whole numbers. Students also will learn the multiplication and division facts through the nines table. Concrete materials will be used to introduce addition and subtraction with fractions and decimals and the concept of probability as chance. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.
Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.
Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10
3.11	3.12	3.13	3.14	3.15	3.16	3.17	3.18	3.19	3.20
3.21	3.22	3.23	3.24	3.25					

Number and Number Sense

3.1 The student will read and write six - digit numerals and identify the place value for each digit.

Samples from Region I and Region VII

3.1 Region I
The student will:
a. Investigate to identify the place-value for each digit in a six-digit numeral through the use of base ten manipulatives (e.g. base ten blocks, chip trading, etc.).
b. Record numbers on place value charts and boards.
c. Read six-digit numerals and present them orally.
d. Write six-digit numerals when given in oral or word formats.
e. Write numbers in expanded form.

Learning Experiences:
A. Give each student a place-value chart to the hundred thousands. The student will roll a number cube or die twice. The student will form a number using the first roll as the digit and the second roll as the place value for that digit. Read the number that was formed.
B. Use base-ten materials to show numbers and identify specific values of digits.

3.1 Region VII
SUGGESTED OBJECTIVES
a. Define place value by using manipulatives such as place value charts, blocks, cubes and counters.
b. Read and write six-digit numerals from written word names, numerals, and oral dictation.
c. Write six-digit numerals in standard and expanded form.

SUGGESTED INSTRUCTIONAL STRATEGIES
- Students are given 50 beans. They each are asked to count out 26 in any way they choose. Some students will count out 26 beans while other students will count two sets of ten and six ones. They are asked to