Core Learning Standards for Mathematics Grade 3

	Operations and Algebraic Thinking	
Interpret products of whole numbers.	Mondays p. 1 #2 p. 4 #4 p. 10 #4 p. 19 #4 p. 28 #5 p. 52 #3 p. 73 #2 Tuesdays p. 19 #5 p. 73 #6	
Interpret whole-number quotients of whole numbers.	Mondays p. 13 #4 p. 16 #1 p. 28 #1 p. 31 #4 Tuesday p. 43 #2	
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	Mondays p. 1 #1 p. 7 #3 p. 10 #3 p. 22 #3 p. 25 #3 p. 31 #1-2 p. 34 #3 p. 43 #3 p. 46 #4 p. 49 #4 Thursdays p. 83 #1 p. 86 #1, 4-5 Fridays p. 9 #1-4 p. 12 #1-4 p. 21 #1-4 p. 48 #1-4 p. 69 #1-4 p. 84 #1-2, 4-5 Brain Stretch p. 12 p. 27 p. 30 p. 33 p. 45 p. 51 p. 54 p. 57 p. 63	
Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Mondays p. 1 #3 p. 46 #5 p. 52 #5 p. 55 #4 p. 58 #3 p. 73 #3	
Apply properties of operations as strategies to multiply and divide.	Mondays p. 13 #1 p. 28 #5 p. 49 #1 p. 52 #3 p. 82 #2 p. 85 #3 p. 88 #3 Tuesdays p. 25 #1 p. 43 #2 p. 52 #2 p. 82 #4 p. 85 #4 Brain Stretch p. 18	
Understand division as an unknown-factor problem.	Mondays p. 16 #4 p. 64 #4	
Fluently multiply and divide within 100, using strategies. Know from memory all products of two one-digit numbers.	Mondays p. 16 #5 p. 22 #1 p. 43 #2 p. 49 #2 p. 52 #2 p. 55 #3 p. 58 #3 p. 61 #2 p. 64 #2-3 p. 70 #2-3 p. 76 #2 p. 79 #2 p. 82 #2 p. 85 #3 p. 88 #2 Tuesdays p. 16 #2 p. 58 #6 p. 61 #1 p. 64 #1-2 p. 67 #3 p. 70 #1 p. 73 #4 p. 76 #1 p. 79 #6 p. 85 #3, 6 p. 88 #4 Brain Stretch p. 18 p. 75 p. 78 p. 84	
Solve two-step word problems and represent problems using equations. Assess reasonableness of answers using mental computation and estimation strategies.	Mondays p. 61 #3 p. 67 #3 p. 73 #2 Brain Stretch p. 90	
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Mondays p. 1 #4, #5 p. 4 #5 p. 7 #4 p. 16 #5 p. 22 #4 p. 25 #4 p. 28 #4 p. 34 #4 p. 37 #1 p. 40 #1, 3–5 p. 43 #5 p. 46 #3 p. 70 #4 p. 73 #4 p. 76 #4–5 p. 79 #1, 4–5 p. 82 #1, 4–5 Tuesday p. 79 #3 Friday p. 39 #3	
	Number and Operations in Base 10	
Use place value understanding to round whole numbers to the nearest 10 or 100.	Fuesdaysp. 1 #3p. 4 #3p. 22 #2p. 43 #3p. 49 #2p. 52 #1p. 58 #2p. 61 #4p. 67 #2p. 76 #4p. 82 #2p. 88 #2	
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	

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Multiply one-digit whole numbers by multiples of 10 in the range 10–90, using strategies based on place value and properties of operations.	Tuesdays p. 46 #3 p. 49 #6 p. 52 #6 p. 76 #1 p. 79 #6 p. 85 #6 p. 88 #4 Thursday p. 29 #4			
	Number and Operations—Fractions			
Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into <i>b</i> equal parts; understand a fraction a/b as the quantity formed by <i>a</i> parts of size $1/b$.	Tuesdays p. 10 #4 p. 13 #3 p. 16 #4 p. 22 #3-4 p. 28 #4 p. 31 #4, 6 p. 34 #6 p. 40 #4 p. 43 #4 p. 49 #3, 5 p. 55 #5 p. 70 #5 p. 82 #5 p. 88 #5 Brain Stretch p. 60			
Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Tuesdays p. 64 #5 p. 67 #5 p. 70 #4			
Explain equivalence of fractions, and compare fractions by reasoning about their size.	Tuesdays p. 37 #4 p. 40 #3 p. 61 #6 p. 73 # 5 p. 76 #3 p. 79 #5 p. 85 #5			
	Measurement and Data			
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.	Thursdays p. 2 #1 p. 11 #4 p. 14 #4 p. 17 #2 p. 20 #2 p. 29 #2 p. 32 #4 p. 35 #2 p. 38 #1 p. 41 #1 p. 44 #1 p. 50 #2 p. 56 #2 p. 59 #1-2 p. 62 #1, 4 p. 65 #1 p. 68 #1, 4 p. 71 #1, 4 p. 74 #1, 4 p. 77 #1-2 p. 80 #2 p. 83 #2 p. 86 #5 p. 89 #2			
Measure and estimate liquid volumes and masses of objects using standard metric units. Solve related one-step word problems.	Thursdays p. 26 #1 p. 29 #1 p. 41 #3-4 p. 44 #4 p. 47 #4 p. 50 #4			
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.	Fridays p. 27 #2 p. 36 #1, 5 p. 42 #2–3 p. 63 #1 p. 66 #1, 4 p. 69 #2 p. 78 #1–2, 4 p. 81 #3–5 p. 84 #2 p. 87 all p. 90 all			
Recognize area as an attribute of plane figures and understand concepts of area measurement.	Thursday p. 2 #3			
Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Thursdaysp. 2 #2p. 5 #3p. 8 #3p. 11 #3p. 14 #3p. 17 #3p. 23 #4p. 26 #3p. 29 #3p. 32 #3p. 35 #3p. 38 #2p. 41 #2p. 44 #2p. 47 #3p. 50 #3p. 53 #3p. 56 #1p. 59 #3p. 62 #2p. 65 #4p. 68 #3p. 71 #3p. 74 #3p. 77 #4p. 80 #3p. 86 #3p. 89 #3			
Relate area to operations of multiplication and addition, using strategies such as tiling. Recognize area as additive and solve real world problems.	Thursdays p. 20 #3 44 #3 p. 47 #2 p. 59 #4 p. 83 #1 p. 89 #3			
Solve real world and mathematical problems involving perimeters of polygons, including finding perimeter given side lengths, finding an unknown side length.	Thursdaysp. 2 #2p. 5 #3p. 8 #3p. 11 #3p. 14 #3p. 17 #3p. 23 #4p. 26 #3p. 29 #3p. 32 #3p. 35 #3p. 38 #2p. 41 #2p. 44 #2p. 47 #3p. 50 #3p. 53 #3p. 56 #1p. 59 #3p. 62 #2p. 65 #3p. 68 #3p. 71 #3p. 74 #3p. 77 #3p. 80 #4p. 83 #3-4p. 86 #2, 4p. 89 #4			
Geometry				
Understand that shapes in different categories may share attributes, and that shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as quadrilaterals, and draw examples of quadrilaterals that do not belong to any subcategories.	Wednesdays p. 2 #2 p. 5 #1 p. 14 #1–2 p. 17 #1–2 p. 20 #2 p. 23 #2 p. 26 #3 p. 29 #1–2 p. 32 #4 p. 35 #1 p. 38 #1 p. 41 #1–2 p. 44 #1 p. 47 #5 p. 50 #2 p. 53 #1 p. 56 #2 p. 59 #1, 5 p. 62 #5 p. 68 #2–3, 5 p. 71 #5 p. 74 #1 p. 77 #2, 5 p. 83 #5 p. 86 #2, 5 p. 89 #2, 4 Tuesday p. 43 #4 Brain Stretch p. 66 p. 69			
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	Tuesdays p. 22 #4 p. 25 #4 p. 28 #4 p. 37 #2			

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Student Assessment

Customize page 92 to reflect the standards you are working on. Simply write the standard numbers in the columns across the top.



Week 1

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FRIDAY Data Management

Here are the results of a survey on favorite colors.

Complete the chart and answer the questions about the results.

Color	Tally	Number
Red	JHT	
Blue	↓ ↓ 	
Green		
Purple		

- 1 What was the most popular color?
- 2 What was the least popular color?
- 3 How many people liked either green or purple? _
- 4 How many people were surveyed?
- 5 Which colors did the same number of people like most?

BRAIN STREECH

Jane has 24 red beads and 52 blue beads. How many beads does she have altogether?









MONDAY	DONDAY Patterning and Algebra		
What is the next nut the pattern rule is s	umber if subtract 6?	2 Which expression has the same difference as 5 – 2?	
30,		A. 4 – 2 B. 8 – 6 C. 6 – 3	
 Barry wants to set each of 4 tables. H chairs will he need array to find the prosection of a set of a	6 chairs around ow many ? Draw an oduct.	4 Extend the pattern. 11, 22, 33,, Image: Constraint of the pattern.	
TUESDAY	Number Se	ense and Operations	
1 168 + 234	2 Write the fo in expande A. 4,398 _	ollowing numbers ed form.	
	B. 2,651 _		
3 What is the value of underlined digit?	of the	4 Compare the numbers using <, >, or =.	
A. 7, <u>9</u> 01		345 585	
B. <u>5</u> ,622			

