

3rd Grade Mathematics

Arithmetic is the art of computing by numbers. In 3rd Grade Mathematics, students continue mastering the concepts and skills that will aid them in further mathematical pursuits.

Course Organization:

- We recommend that students have a binder with dividers for different sections. Loose leaf paper can then be utilized for written work and filed in a Written Work section. Here are some suggested binder sections:
 - Mastery Practice
 - Definitions
 - Written work
 - Explore More

Explanation of Daily Schedule:

- Mastery Practice:
 - Mastery practice can be used by teachers in a variety of ways. Some teachers may choose to give these tasks in a speed test sort of fashion, but others may choose to simply have students put these items on flashcards for practice and review. Either way, these are items or processes that students should commit to memory and practice frequently.
- Written work:
 - Students should complete their written work in a notebook or binder of some sort.
- Define:
 - This area includes concepts from the text or related materials that students should commit to memory and frequently review. In addition to defining them on paper, we recommend that students also put these words on note cards to review with their Mastery Practice work.
- Notes:
 - These notes are for the teacher to aid in teaching the student.
- Explore More:
 - These projects help students apply a concept or learn more about a concept.

If parents need access to any of the previous texts used in the Wittenberg Academy Grammar School Mathematics series so as to review, please email mrsbenson@wittenbergacademy.org

Here is a link to the text: [3rd Grade Mathematics](#)



[News forum](#)

Week 1



Topics:

- Units

Textbook reference and written work:

- 3rd Grade Mathematics p. 1-2 (#44)

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1: Review

- Mastery Practice:
 - Addition and subtraction facts 1-6
- Written work:
 - 3rd Grade Mathematics p. 1
- Define:
 - Ones (this may be a review)

Day 2: Review



- Mastery Practice:
 - Addition and subtraction facts 1-6
- Written work:
 - 3rd Grade Mathematics p. 2 (to #45)
- Define:
 - Figures: a numerical symbol, esp. any of the ten in Arabic notation

Day 3: Review

- Mastery practice:
 - Addition and subtraction facts 1-6
- Explore More: Arabic notation
 - Arabic notation is also known as Hindu-Arabic notation
 - Arabic notation began replacing Roman notation around AD1200
 - What else happened around AD 1200? (University of Paris founded, more Crusades, Khan dynasty, Magna Carta, etc.)
 - Write 1-10 in Arabic notation on one line and 1-10 in Roman notation on the line below.
 - What similarities and differences do you see?
 - This exploration could take the form of a discussion or a short written report.

Week 2



Topics:

- Sum
- Adding
- Subtracting

Textbook reference and written work:

- 3rd Grade Mathematics p. 2-3 (#45)

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 2 (#45)
- Define:
 - Sum: ORIGIN Middle English: via Old French from Latin summa 'main part, sum total,' feminine of summus 'highest.'
 - Adding: join (something) to something else so as to increase the size, number, or amount ORIGIN late Middle English: from Latin addere, from ad- 'to' + the base of dare 'put.'
 - Subtracting: take away (a number or amount) from another to calculate the difference ORIGIN mid 16th cent.: from Latin subtract- 'drawn away,' from sub- 'from below' + trahere 'to draw.'
- Notes:
 -

Day 2: Review

- Mastery Practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 3 (#45)
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3: Review

- Mastery practice:



- Addition and subtraction facts 7-12
- Written work:
 -
- Define:
 -
- Notes:
- Explore More:
 - Have students work through the process of adding (as broken down in #45) using other numbers
 - This should be done on paper and orally

Week 3



Topics:

- Adding
- Subtracting

Words to Remember:

- Subtracting: Taking one number from another ORIGIN mid 16th cent.: from Latin subtract- 'drawn away,' from sub- 'from below' + trahere 'to draw.'

Textbook reference and written work:

- 3rd Grade Mathematics p. 3-4 (#46-47)

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1: Review

- Mastery Practice: Review
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 3 (#46)
- Define:
 - Subtracting
- Notes:
 - Have students review where symbols go in a subtracting problem (they are not written in #46)
 - Be sure students label their answers correctly (feet, cents, etc.)

Day 2: Review

- Mastery Practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 4 (#47 through "How much do I owe?")
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3: Review

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 4 (#47 "We have three quarts of milk" to the end)
- Define:
 -
- Notes:
 - Be sure to engage students in discussion as often as possible: ex. Tell me some of the things you have learned about the number three.



- Explore More:
 - Have students demonstrate the problems (lost a dime, shoes, marbles, etc.)

Week 4



Topics:

- Adding
- Subtracting

Words to Remember:

- Subtracting: Taking one number from another ORIGIN mid 16th cent.: from Latin subtract- ‘drawn away,’ from sub- ‘from below’ + trahere ‘to draw.’

Textbook reference and written work:

- 3rd Grade Mathematics p. 5 (#48)

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1: Review

- Mastery Practice: Review
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 5 (#48 through "How many are not covered?")
- Define (review):
 - Sum
- Notes:
 - Have students write out the problems numerically as they solve them.

Day 2: Review

- Mastery Practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 5 (#48 through "How many blocks has she?")
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3: Review

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 5 (#48 "Then two times two" to the end)
- Define:
 -
- Notes:
 - Be sure to engage students in discussion as often as possible.
- Explore More:
 - Have students demonstrate all of the problems on p. 5 that are amenable to demonstration (cents, blocks, etc.)

Week 5



Topics:

- Adding
- Subtracting



Words to Remember:

- One-half: either of two equal or corresponding parts into which something is or can be divided ORIGIN Old English half, healf, of Germanic origin; related to Dutch half and German halb (adjectives). The earliest meaning of the Germanic base was 'side,' also a noun sense in Old English.
- And: used to connect two numbers to indicate that they are being added together
- Less: minus
- Are: amount to

Textbook reference and written work:

- 3rd Grade Mathematics p. 6-7

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- One-half page

Suggested Daily Schedule:

Day 1: One-half

- Mastery Practice: Review
 - Addition and subtraction facts 1-12
- Written work:
 - 3rd Grade Mathematics p. 6 (#49)
- Define:
 - One-half
- Notes:
- Explore More:
 - Have students practice working with halves by cutting the apple and pie in half on the [One-Half Page](#)

Day 2: Symbols of addition

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 6 (#50- just the work on p. 6)
- Define:
 - And
 - +
- Notes:
 - In language, students learn that *and* is a conjunction and is used to connect things. Help students to see that in the language of Math and serves the same purpose: to connect things (numbers).
- Explore More:
 -

Day 3: Symbols of subtraction

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 7 (#50)
- Define:
 - Less
 - Are
 - -
- Notes:
 -
- Explore More:
 - Engage students in a discussion about *less*. For example: "If I have 5 pencils, what is less than five?" (Answers could be 4 pencils, 3 pencils, 2 pencils, 1 pencil, or 0 pencils) "So, when I see the word *less*, I know I will end up with something smaller than with what I began." "Now, let us look specifically at the use of the word *less*. 2 less 1 are 1. I see the word *less*, so I know my result will be smaller than with what I began."

Topics:

- Adding
- Subtracting

Words to Remember:

- Pint
- Quart
- Gallon

Textbook reference and written work:

- 3rd Grade Mathematics p. 8-9

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Pint container
- Quart container
- Gallon container

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 2s to 12
- Written work:
 - 3rd Grade Mathematics p. 8 (#51)
- Define:
 -
- Notes:
- Explore More:
 -

Day 2: Measuring liquid volume

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 8 (#52- just the work on p. 8)
- Define:
 - Pint
 - Quart
 - Gallon
- Notes:
 -
- Explore More:
 - Work through the exercise on p. 8 (#52)
 - Fill the containers and judge the weight as suggested.
 - If possible, take a trip to the refrigerator or the grocery store. Look for pint, quart, and gallon containers.
 - What kinds of foods are kept in each size? Are some foods kept in more than one size?

Day 3: Measuring liquid volume

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 9 (#52)
- Define:
 -
- Notes:
 - Memorize and demonstrate:
 - 4 quarts make 1 gallon
 - 2 pints make 1 quart
- Explore More:
 -



Week 7



Topics:

- Adding
- Subtracting

Words to Remember:

- Are: amount to

Textbook reference and written work:

- 3rd Grade Mathematics p. 10-11

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 10 (#53)
- Define:
 -
- Notes:
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 10-11 (#54)
- Define:
 -
- Notes:
 -
- Explore More:
 - Work through the exercise on p. 8 (#52)
 - Fill the containers and judge the weight as suggested.
 - If possible, take a trip to the refrigerator or the grocery store. Look for pint, quart, and gallon containers.
 - What kinds of foods are kept in each size? Are some foods kept in more than one size?

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 11 (#55)
- Define:
 -
- Notes:
 -
- Explore More:
 -

Week 8



Topics:

- Adding
- Subtracting

Words to Remember:



- Are: amount to

Textbook reference and written work:

- 3rd Grade Mathematics p. 12

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 12

56. Make a picture for $3 + 2 = 5$.

Four little toes and one great toe are ——— toes.

My hat cost three dollars and my shoes two dollars.

■ How much did both cost?

A lady bought two pounds of coffee at one store and three pounds at another. Ask a question and answer it.

2 pounds + 3 pounds = ——— pounds.

- Define:
 -
- Notes:
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 12

We have school five days each week. If you stay at home two days, how many days do you come to school?

Tell a story about $5 - 4 = 1$.

◦ It is five miles to Salem. When we have traveled three miles, how far have we yet to go?

This line on the blackboard is one foot long, and this one is five feet long. Tell me all you can about the two lines.

- Define:
 -
- Notes:
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 12



In ○ ○ and D, how many half-circles are there?

For a nickel I can buy —— 2-cent stamps and ——
1-cent stamp.

Tell some other things you can buy with a nickel.

- Helen, please tell all you know about *four*.

Ans.—3 and 1 are four, 2 and 2 are four, 1 and 3 are four; two twos
are four; 4 less 1 are three, 2 from 4 leaves two, etc., etc.

James, be kind enough to state what you know about
five.

- Define:
 -
- Notes:
 -
- Explore More:
 -

Week 9



Topics:

- Adding
- Subtracting

Words to Remember:

- Are: amount to

Textbook reference and written work:

- 3rd Grade Mathematics p. 13-15

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Pennies

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 13
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 14
 -
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3:

- Mastery practice:



- Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 15 (through #59)
 -
- Define:
 -
- Notes:
 -
- Explore More:
 -

Week 10



Topics:

- Adding
- Subtracting

Words to Remember:

- Are: amount to

Textbook reference and written work:

- 3rd Grade Mathematics p. 15-16

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 15 (#60, just on p. 15)
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 16 (the rest of #60)
 -
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - Review all the ways 1-6 can be formed
 - $1+1=2$, $2-1=1$, etc.
 - This review can be demonstrated with objects (be sure to add and subtract like objects), but should also be written. The student should be encouraged to recall as many 1-6 formations as possible without help.



-
- Define:
 -
- Notes:
 -
- Explore More:

Week 11



Topics:

- Adding
- Subtracting

Words to Remember:

- Are: amount to

Textbook reference and written work:

- 3rd Grade Mathematics p. 16-18

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 16-17 (#61)
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 17-18 (#62)
 -
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 18 (#63)
 -
- Define:
 -
- Notes:
 -
- Explore More:



Week 12



Topics:

- Adding
- Subtracting

Words to Remember:

- $\frac{1}{4}$ (one-fourth)
- One quarter

Textbook reference and written work:

- 3rd Grade Mathematics p. 19-21

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 19 (#64)
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 19-20 (#65)
 -
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 20-21 (#66-67)
 -
- Define:
 -
- Notes:
 -
- Explore More:

Week 13

Topics:



- Adding
- Subtracting

Words to Remember:

- 1/3 (one-third)
- One third

Textbook reference and written work:

- 3rd Grade Mathematics p. 22-24

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 22
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 23
 -
- Define:
 -
- Notes:
 -
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 24 (only through #69)
 -
- Define:
 -
- Notes:
 -
- Explore More:

Week 14



Topics:

- Adding
- Subtracting

Words to Remember:

- 1/3 (one-third)



- One third

Textbook reference and written work:

- 3rd Grade Mathematics p. 24-27

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 24-25 (#70)
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 26 (#70-71)
 -
- Define:
 -
- Notes:
 - Have students write out their work and label as warranted.
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 27 (#72)
 -
- Define:
 -
- Notes:
 - Have students write out their work and label as warranted.
- Explore More:

Week 15



Topics:

- Adding
- Subtracting

Words to Remember:

- Zero: none to count ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic şifr 'cipher.'
- Naught
- Cipher
- Fives: a group or unit of five people or things
- Ones: a single person or thing, viewed as taking the place of a group



- Tens: a group or unit of ten people or things

Textbook reference and written work:

- 3rd Grade Mathematics p. 28-32

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Straws

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 28 (#73)
- Define:
 - Zero
 - Naught
 - Cipher
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 28-29 (#74)
 -
- Define:
 - Fives
- Notes:
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 30-32 (#74-77)
 -
- Define:
 - Tens
- Notes:
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:

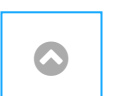
Week 16



Topics:

- Adding
- Subtracting

Words to Remember:



- Zero: none to count ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic şifr ‘cipher.’
- Naught
- Cipher
- Fives: a group or unit of five people or things
- Ones: a single person or thing, viewed as taking the place of a group
- Tens: a group or unit of ten people or things

Textbook reference and written work:

- 3rd Grade Mathematics p. 32-35

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 12
- Written work:
 - 3rd Grade Mathematics p. 32-33 (#78)
- Define:
 - Tens
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - List half of each: 2, 4, 6, 8, 10, 12
- Written work:
 - 3rd Grade Mathematics p. 33-34 (#79-80)
 -
- Define:
 - Twenty
 - Thirty
 - Forty
 - Fifty
 - Sixty
 - Seventy
 - Eighty
 - Ninety
 - One hundred
- Notes:
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 34-35 (#81-83)
 -
- Define:
 - Tens
- Notes:



- Have students write out their work and label as warranted.
- Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:

Week 17



Topics:

- Adding
- Subtracting

Words to Remember:

- Zero: none to count ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr ‘cipher.’
- Naught
- Cipher
- Fives: a group or unit of five people or things
- Ones: a single person or thing, viewed as taking the place of a group
- Tens: a group or unit of ten people or things

Textbook reference and written work:

- 3rd Grade Mathematics p. 36-39

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 36-37 (#84-86)
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 37-38 (#87-89)
 -
- Define:
 -
- Notes:
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:



- 3rd Grade Mathematics p. 38-39 (#91-92)
-
- Define:
 - Tens
- Notes:
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:

Week 18



Topics:

- Adding
- Subtracting

Words to Remember:

- Zero: none to count ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr ‘cipher.’
- Naught
- Cipher
- Fives: a group or unit of five people or things
- Ones: a single person or thing, viewed as taking the place of a group
- Tens: a group or unit of ten people or things

Textbook reference and written work:

- 3rd Grade Mathematics p. 39-42

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 39-40 (#92-93)
- Define:
 -
- Notes:
 - Use a ruler and pennies to physically work through problems calling for work with inches and pennies.
- Explore More:
 -

Day 2:

- Mastery Practice:
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 40-41 (#94)
 -
- Define:
 -
- Notes:
 - Students may use the [Ones-Tens chart here](#) instead of copying it from the book
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.



- Explore More:
 -

Day 3:

- Mastery practice:
 - Addition and subtraction facts 7-12
- Written work:
 - 3rd Grade Mathematics p. 41-42 (#95)
 -
- Define:
 - Tens
- Notes:
 - Have students write out their work and label as warranted.
 - Have students demonstrate problems as needed, especially when showing understanding of ones, fives, and tens.
- Explore More:

Week 19



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Rule on p. 111
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by

Textbook reference and written work:

- 3rd Grade Mathematics p. 42-44, 85-86, 110-111, 114-116

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 110-111 (CXXIV) and 114-117 (CXXVIII)
- Define:
 - X: times
 - Times:
 - Multiplicand:
 - Multiplier:
 - Product:



- Factors (of the product):
- Rule on p. 111
- Dividend:
- Divisor:
- Quotient:
- $\div$:
-
- Notes:
 - Take care to study and discuss the content of these pages. Continue to use the language in subsequent lessons.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 42-44 (#96-98)
- Define:
 -
 - The sign X
- Notes:
 -
- Explore More:
 -
- -

Day 3:

- Mastery Practice:
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 85-86 (#94)
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:
 -

Week 20



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by



- Third: one of three equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 44-45 and 87-88

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 44-45 (#99)
- Define:
 - X: times
 - Times:
 - Multiplicand:
 - Multiplier:
 - Product:
 - Factors (of the product):
 - Rule on p. 111
 - Dividend:
 - Divisor:
 - Quotient:
 - $\div$:
 -
- Notes:
 - Take care to discuss the following to engage students in understand the relationship between multiplication and division:

■

Then 6¢ divided by 2¢ = 3 times. This may be written, $6¢ \div 2¢ = 3$.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 87
- Define:
 - Third
- Notes:
 - The following may help students visualize one third:



- Explore More:
 -



Day 3:

- Mastery Practice:
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 88
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:
 -

Week 21



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Fourth: each of four equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 46-47 and 88-90

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 46-47 (#100-102)
- Define:
 -
 -
- Notes:



- Take care to review tens and ones.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 89
- Define:
 - Fourth
- Notes:
 - In helping students understand "one fourth," review "one half"
 - If I cut something in half, how many pieces do I have? (2)
 - In geography, we talk about hemispheres. What is a hemisphere? (half of a sphere or half of the earth).
 - So, when we talk about half, we are talking about two equal parts. What does equal mean? (same)
 - We know that if we have a number like 20, we can describe it in multiple ways. What are some ways we can describe 20?
 - two 10s (two groups of ten units)
 - four 5s (four groups of five units)
 - twenty 1s (twenty units)
 - five 4s (five groups of four units)
 - Feel free to demonstrate these with objects.
 - If I want half of twenty, how many parts do I need? (2)
 - So, another way to think about 1 half 20 is 20 divided into 2 parts or 20 divided by 2.
 - When I ask the question What is 1 half of 6?, I am asking how many units I have in each group if I divide 6 by 2.
 - Let us divide 6 by 2.
 - We know 6 is 6 units. If I want 6 in two equal groups, the same number of units must be in each group.
- Explore More:
 -

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 90
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:
 -

Week 22



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided



- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Fifth: each of five equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 47-53 and 91-92

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 47-51 (#103-107)
- Define:
 -
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 52-53 (#108-109)
- Define:
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -
-

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 91-92
 -
- Define:
 -
 - Fifth
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Sixth: each of six equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 53-55 and 93-94

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

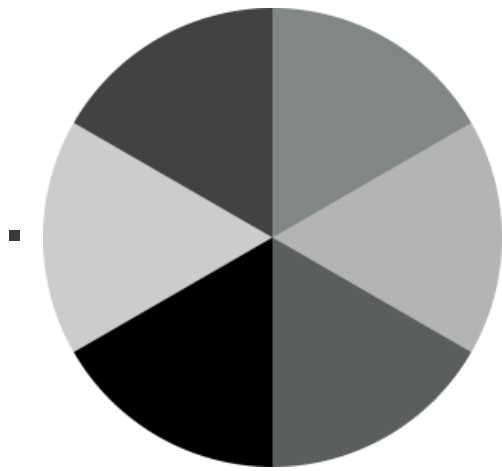
Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 53-55 (#110-113)
- Define:
 -
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 6s to 60
- Written work:
 - 3rd Grade Mathematics p. 93
- Define:
 -
 - Sixth
- Notes:
 - This visual may help students visualize one sixth:



- Explore More:

- -

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 94
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 24



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Seventh: each of seven equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 55-56 and 95-96

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws



- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 5s to 100
- Written work:
 - 3rd Grade Mathematics p. 55-56 (#114-116)
- Define:
 -
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 7s to 70
- Written work:
 - 3rd Grade Mathematics p. 95
- Define:
 -
 - Seventh
- Notes:
 - A week is divided into seven days. Each day is one seventh of a week because each day is an equal part of the seven day week.
 - How many hours is one seventh of a week? (24)
- Explore More:
- -

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 96
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 25



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided



- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Eighth: each of eight equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 57-58 and 97-98

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

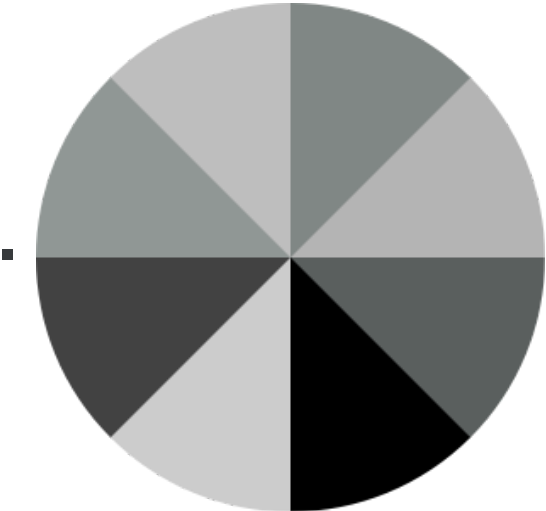
Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 2s to 40
- Written work:
 - 3rd Grade Mathematics p. 57-58 (#117-120)
- Define:
 -
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 8s to 104
- Written work:
 - 3rd Grade Mathematics p. 97
- Define:
 -
 - Eighth
- Notes:
 - This visual may help students:



- Explore More:
- -

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:



- 3rd Grade Mathematics p. 98
-
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 26



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Ninth: each of nine equal parts into which a number is divided

Textbook reference and written work:

- 3rd Grade Mathematics p. 59-60 and 99-100

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

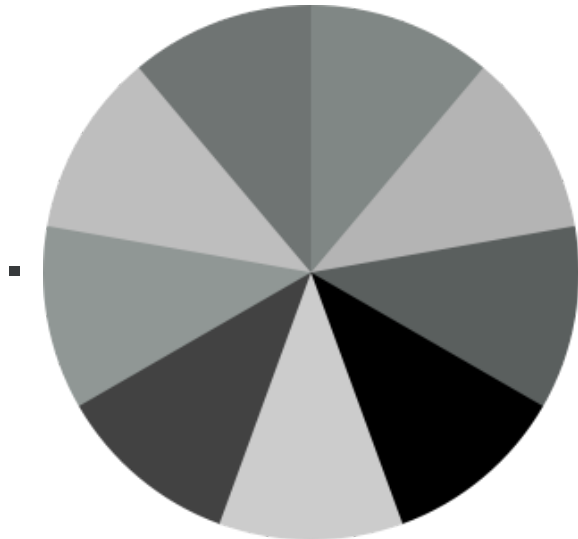
- Mastery Practice: Review
 - Count by 6s to 40
- Written work:
 - 3rd Grade Mathematics p. 59-60 (#121-124)
- Define:
 -
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review



- Count by 9s to 108
- Written work:
 - 3rd Grade Mathematics p. 99
- Define:
 -
 - Ninth
- Notes:
 - This visual may help students:



- Point out to students the groups of three contained in the 9s (What is one third of 9? There are three groups of 3 in 9, etc.)
- Explore More:
 -
 -

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 100
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 27



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Even: divisible by two without a remainder
- Odd: all numbers that are not even; having one left over as a remainder when divided by two



- Tenth: each of ten equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'

Textbook reference and written work:

- 3rd Grade Mathematics p. 60-62 and 101-102

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 2s to 60
- Written work:
 - 3rd Grade Mathematics p. 60-62 (#125-128)
- Define:
 - even
 - odd
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 10s to 200
- Written work:
 - 3rd Grade Mathematics p. 101
- Define:
 -
 - Tenth
- Notes:
 - A dime (ten cents) is one tenth of a dollar.
 - How many dimes equal one dollar?
 - Review what cent means, especially the Latin.
 - Why does it make sense that a dime (ten cents) is one tenth of a dollar?
- Explore More:
 -
-

Day 3:

- Mastery Practice:
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 102
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Even: divisible by two without a remainder
- Odd: all numbers that are not even; having one left over as a remainder when divided by two
- Eleventh: each of eleven equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'

Textbook reference and written work:

- 3rd Grade Mathematics p. 62-65 and 103-104

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 62-65 (#129-134)
- Define:
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 6s to 60
- Written work:
 - 3rd Grade Mathematics p. 103
- Define:
 -
 - Eleventh
- Notes:
 -
- Explore More:

-
-

Day 3:

- Mastery Practice:
 - Count by 10s to 100
- Written work:
 - 3rd Grade Mathematics p. 104
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 29



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Even: divisible by two without a remainder
- Odd: all numbers that are not even; having one left over as a remainder when divided by two
- Twelfth: each of twelve equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'

Textbook reference and written work:

- 3rd Grade Mathematics p. 65-68 and 105-106

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Count by 3s to 60
- Written work:
 - 3rd Grade Mathematics p. 62-65 (#135-136)



- Define:
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 6s to 60
- Written work:
 - 3rd Grade Mathematics p. 105
- Define:
 -
 - Twelfth
- Notes:
 -
 - There are twelve months in a year. One month is a twelfth of the year.
 - The astute student may point out that the months are different lengths and this is most certainly true, but it is in these instances that the need for labeling and using consistent labels throughout a problem becomes clear.
 - Look at a dozen eggs, if they are available. One egg is what part of a dozen? (one twelfth)
- Explore More:
 -
 -

Day 3:

- Mastery Practice:
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 106
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 30



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Twelfth: each of twelve equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'
- Are: is, amounts to, equals



Textbook reference and written work:

- 3rd Grade Mathematics p. 68-72 and 107-108

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Multiplication tables through 12
 - Students may want to look at the [Multiplication table through 12](#) to notice patterns in the numbers.
- Written work:
 - 3rd Grade Mathematics p. 68-72 (#138-140)
- Define:
 -
- Notes:
 - Much in this lesson should be review.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 107
- Define:
 - Are
- Notes:
 -
 - You will notice that the process used to combine multiplication and division takes a step toward working with equations.
- Explore More:
 -
- -

Day 3:

- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 108
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:
 -

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Twelfth: each of twelve equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'
- Are: is, amounts to, equals

Textbook reference and written work:

- 3rd Grade Mathematics p. 72-75 and 109

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Multiplication tables through 12
 - Students may want to look at the [Multiplication table through 12](#) to notice patterns in the numbers.
- Written work:
 - 3rd Grade Mathematics p. 72-73 (#141-143)
- Define:
 -
- Notes:
 - Be sure to reiterate as the lessons continue that *t* stands for tens and *o* stands for ones.
 - Students may need/want to review previous work on tens and ones/units.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 74-75 (#144-145)
- Define:
 - Are
- Notes:
 -
- Explore More:
 -
-

Day 3:



- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 109
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 32



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Twelfth: each of twelve equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'
- Are: is, amounts to, equals

Textbook reference and written work:

- 3rd Grade Mathematics p. 75-79 and 111-112

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Multiplication tables through 12
 - Students may want to look at the [Multiplication table through 12](#) to notice patterns in the numbers.
- Written work:
 - 3rd Grade Mathematics p. 75-76 (#146)
- Define:
 -



- Notes:
 - Be sure to reiterate as the lessons continue that *t* stands for tens and *o* stands for ones.
 - Students may need/want to review previous work on tens and ones/units.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 76-79 (#147)
- Define:
 -
- Notes:
 -
- Explore More:
 -
- -

Day 3:

- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 111-112 (Lesson CXXV and CXXVI)
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 33



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication
- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Twelfth: each of twelve equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'
- Are: is, amounts to, equals

Textbook reference and written work:

- 3rd Grade Mathematics p. 79-82 and 112-113

Materials

- Math Notebook



- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 79-80 (#148-149)
- Define:
 -
- Notes:
 - Be sure to reiterate as the lessons continue that *t* stands for tens and *o* stands for ones.
 - Students may need/want to review previous work on tens and ones/units.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 80-82 (#150-151)
- Define:
 -
- Notes:
 -
- Explore More:
 -
- -

Day 3:

- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 113 (Lesson CXXVII)
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 34



Topics:

- Multiplication
- Division

Words to Remember:

- X: times
- Times: expressing multiplication



- Multiplicand: the number to be multiplied
- Multiplier: the number to multiply by, shows the number of times the multiplicand is to be taken or repeated
- Product: the number produced by multiplying one number by another
- Factors (of the product): the multiplicand and multiplier
- Dividend: the number to be divided
- Divisor: the number to divide by, indicates what part of the dividend is desired
- Quotient: number found by the operation of division, shows the number of times or part of time that the divisor is contained in the dividend
- $\div$: divided by
- Twelfth: each of twelve equal parts into which a number is divided
- Cent: ORIGIN late Middle English (in the sense 'a hundred'): from French cent, Italian cento, or Latin centum 'hundred.'
- Are: is, amounts to, equals

Textbook reference and written work:

- 3rd Grade Mathematics p. 82-83 and 117-118

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 82-83 (#152-153)
- Define:
 -
- Notes:
 - Be sure to reiterate as the lessons continue that *t* stands for tens and *o* stands for ones.
 - Students may need/want to review previous work on tens and ones/units.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 117 (CXXIX)
- Define:
 -
- Notes:
 -
- Explore More:
 -
- -

Day 3:

- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 117-118 (Lesson CXXX)
 -
- Define:
 -



- Notes:
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 35



Topics:

- Fractions

Words to Remember:

- Fractions: a numerical quantity that is not a whole number ORIGIN late Middle English: via Old French from ecclesiastical Latin fractio(n-) 'breaking (bread),' from Latin frangere 'to break.'
- Denominator: number below the line in a fraction; shows the number of equal parts into which the whole thing or number is to be divided (when there are equal parts, we call these halves, thirds, fourths, etc.) ORIGIN mid 16th cent.: from French dénominateur or medieval Latin denominator, from denominare 'to name'
- Numerator: number above the line in a fraction; shows the number of equal parts expressed by the fraction

Textbook reference and written work:

- 3rd Grade Mathematics p. 83-84 and 119-121

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

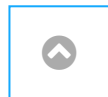
Day 1:

- Mastery Practice: Review
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 83-84 (#154)
- Define:
 -
- Notes:
 - Much of this lesson should be review
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:
 - 3rd Grade Mathematics p. 119-120 (Introductory and Lesson I)
- Define:
 -
 - Fractions
 - Denominator
 - Numerator
- Notes:
 -
- Explore More:
 -
- -

Day 3:



- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 121 (Lesson I)
 -
- Define:
 -
- Notes:
 - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
 - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
 - Be sure students write out their calculations and label the answer correctly.
- Explore More:

Week 36



Topics:

- Fractions

Words to Remember:

- Fractions: a numerical quantity that is not a whole number ORIGIN late Middle English: via Old French from ecclesiastical Latin fractio(n-) 'breaking (bread),' from Latin frangere 'to break.'
- Denominator: number below the line in a fraction; shows the number of equal parts into which the whole thing or number is to be divided (when there are equal parts, we call these halves, thirds, fourths, etc.) ORIGIN mid 16th cent.: from French dénominateur or medieval Latin denominator, from denominare 'to name'
- Numerator: number above the line in a fraction; shows the number of equal parts expressed by the fraction
- Rule for adding and subtracting fractions with the same name/denominator (in Lesson V)
- Rule for adding and subtracting fractions (in Lesson VI)

Textbook reference and written work:

- 3rd Grade Mathematics p. 122-125

Materials

- Math Notebook
- Note cards
- Ruler or Yardstick
- Wooden blocks (or another group of objects for demonstration purposes)
- Pennies
- Dimes
- Nickels
- Straws
- [Ones-Tens chart](#)
- [Multiplication table through 12](#)

Suggested Daily Schedule:

Day 1:

- Mastery Practice: Review
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 122-123 (Lesson III-IV)
- Define:
 -
- Notes:
 - Be sure students write out their calculations and label their answers correctly.
- Explore More:
 -

Day 2:

- Mastery Practice: Review
 - Count by 12s to 144
- Written work:



- 3rd Grade Mathematics p. 124 (Lesson V)
- Define:
 - Rule for adding and subtracting fractions with the same name/denominator
- Notes:
 -
 - Be sure students write out their calculations
- Explore More:
- -

Day 3:

- Mastery Practice:
 - Multiplication and division through 12
- Written work:
 - 3rd Grade Mathematics p. 125 (Lesson VI)
 -
- Define:
 -
 - Rule for adding and subtracting fractions with different names/denominators
- Notes:
 - Take care that students see that knowing their multiples is very helpful for creating the same name or denominator when adding and subtracting fractions.
 - Be sure students write out their calculations.
- Explore More:

