South Conway County School District

3rd Grade Math Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter				
NO.1.3.1	Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers. **Ex. 352= 300+50+2**	Synthesis	Expanded form and standard form	
NO.1.3.2	Use the place-value structure of the base-ten number system and be able to represent and compare whole numbers including thousands(using models, illustrations, symbols,expanded notation and problem solving) **Ex.2,308__2,038**	Application	Digit and place value	
NO.1.3.3	Use mathematical language and symbols to compare and order 4 digit numbers with and without appropriated technology**(<,>,=)**	Application	Compare and order	
NO.1.3.6	Use the place-value structure of the base-ten number system and be able to represent and compare decimals to hundredths in money(using models,illustrations,symbols,expanded notation and problem solving) **Ex.$193.76___$139.67**	Application	Decimal point and dollar sign	

NO.2.3.2	Apply number theory *determine if a three-digit number is **even or odd**	Application	Even and odd	
NO.3.3.1	Develop, with and without appropriate technology,computational fluency, in multi-digit addition and subtraction through 999 using contextual problems *strategies for adding and subtracting numbers *estimation of sums and differences in appropriate situations	Application	Sum, difference,addends,and rounding	
NO.3.3.4	Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools.	Application	Regrouping	
M.12.3.3	Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer **Ex. If I need to wear mittens and a scarf, what temperature would it be?35F or 70F**	Comprehension	Thermometer,degrees Fahrenheit, and degrees Celsius	
M.13.3.5	Determine the value of money up to $10	Application	Value	
M.13.3.6	Apply money concepts in contextual situations up to $10 **Ex.* determine change with the least amount of currency * compare money**	Application	Change, least, coin names,bills,	
M.13.3.7	Read temperatures on Fahrenheit and Celsius scales in intervals of two and five	Knowledge	Thermometer,degrees Fahrenheit, and degrees Celsius	

A.4.3.3	Identify a number that is more or less than any whole number up to 1000 using multiples of ten and /or 100 **Ex.100 less than 587 is 487; 10 more than 196 is 206**	Analysis	more, less	
A.4.3.4	Use repeating and growing numeric or geometric patterns to solve problems	Application	numeric, geometric, patterns	
A.5.3.2	Express mathematical relationships using equalities and inequalities(<,>,=, ≠) **Ex.4 x 9___36 - 3**	Synthesis	less than, greater than, equal, inequality	
A.5.3.3	Use a symbol to represent an unknown quantity in a number sentence involving contextual situations and find the value **Ex. From a story problem; 2x?=16**	Application	symbol,	
A.6.3.1	Complete a chart or table to organize given information and to understand relationships and explain the results **Ex. Stations Students** **1 4** **2 ?**	Synthesis	organize, relationship	
A.7.3.1	Identify the change over time **Ex. We have recorded the morning and afternoon temp. for a week. Which day had the greatest change in temp. ?**	Knowledge	change	
DAP.14.3.1	Design a survey question after being given a topic and collect, organize, display and describe simple data using **frequency tables** or **line plots,pictographs**,and **bar graph**s	Synthesis	frequency tables,line plots,pictographs,bar graphs,data, tally marks,key,	

DAP.15.3.1	Read and interpret **pictographs** and **bar graphs** in which symbols or intervals are greater than one	Evaluate	data,survey,represent	
DAP.15.3.2	Match a set of data with a graphical representation of the data	Knowledge	match, data, graphical representation	
DAP.16.3.1	Make predictions for a given set of data	Comprehension	prediction	
G.10.3.1	Locate and identify points on a coordinate grid and name the ordered pair**(quadrant one only)using common language and geometric vocabulary(horizontal and vertical)**	Comprehension	coordinate grid,ordered pair,plot	

Second Quarter				
NO.1.3.4	Represent fractions**(halves,thirds,fourths, sixths and eighths)** using words, numerals and physical models *parts of a whole and parts of sets of objects	Application	numerator,denominator,part, whole,	
NO.1.3.5	Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity	Application	whole	
NO.1.3.7	Write a fraction that is equivalent to a given fraction with the use of models **Ex. 1/2 = 4/8 = 8/10**	Application	equivalent	
NO.2.3.1	Develop an understanding of the commutative and identity properties of multiplication using objects	Synthesis	commutative, identity properties	
NO.2.3.2	Apply number theory *determine if a three-digit number is even or odd *use the terms **multiple,factor,**and **product** in an appropriate context **(Since 3x4=12, 3 and 4 are factors; 12 is the product)**	Application	odd, even, multiple, factor, product	
NO.2.3.3	Use conventional mathematical symbols to write equations for contextual problems involving multiplication	Evaluate	symbols, equation,	
NO.3.3.2	Develop, with and without appropriate technology, computational fluency with basic number combinations for multiplication facts	Synthesis		

NO.3.3.3	Develop, with and without appropriate technology, computational fluency in multiplication up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using *strategies for multiplying numbers	Synthesis	factors,product,quotient	
M.12.3.1	Determine the number of days in a month, days in a year and identify the number of weeks in a year	Knowledge		
M.12.3.2	Recognize that 60 minutes equals 1 hr. and that a day is divided into A.M. and P.M.	Knowledge	minute, hour, A. M., P. M.	
M.13.3.1	Use a calendar to determine elapsed time from month to month	Application	elapsed time	
M.13.3.2	Tell time to the nearest 1 - minute intervals	Knowledge		
M.13.3.3	Express time to the half hour and quarter hour using the terms **half-past, quarter after, quarter-until**	Synthesis	half hour,quarter hour, half past, quarter after, quarter until	
M.13.3.4	Determine elapsed time in contextual situations to five minute intervals **Ex. Lunch began at 10:45 and lasted 25 minutes. When was lunch over? Another example: John went to Tim's house at 3:15. He left at 4:20. How long did he stay?**	Analysis	short hand,long hand,seconds,minutes, hours	
M.13.3.10	Find the **perimeter** of a figure by measuring the length of the sides	Knowledge	sides,perimeter,length	
M.13.3.11	Find the **area** of any region counting squares and half-squares	Knowledge	area	

A.4.3.1	Count forward and backward when given a number less than or equal to 1000. **Ex. ____,399,____,____**	Knowledge	forward, backward	
A.4.3.2	Relate skip-counting patterns to multiplication	Evaluate		
A.4.3.5	Determine the relationship between set of numbers by selecting the rule	Knowledge	rule	

Third Quarter				
M.12.3.4	Demonstrate the relationship among different standard units **Ex. Length** **12 in. = 1 ft.** **3 ft. = 1 yd.** **36in. = 1yd.**	Analysis	inch, foot,yard	2
M.12.3.5	Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system.	Synthesis	length,foot,feet,yard	
M.13.3.8	Use appropriate customary measurement tools for length.	Application		
M.13.3.9	Estimate and measure length…using appropriate customary units ***Length: 1 inch** ***Perimeter: inches, feet, etc.**	Comprehension	estimate	
M.13.3.12	Develop strategies for finding the volume (cubic units) of rectangular prisms and cubes using models	Application	volume, cubic units	
G.8.3.1	Compare, contrast and build 3-D solids by investigating the number of **faces, edges, and vertices** on models	Evaluate	faces,edges,vertices	
G.8.3.2	Identify regular polygons with at least 4 sides**(square,pentagon, hexagon and octagon)**	Knowledge	polygons,pentagon, hexagon, and octagon	
G.8.3.3	Identify and draw **line ↔, line segment and ray** → using appropriate labels	Application	line, line segment, ray	
G.8.3.4	Identify and draw **intersecting** X **and parallel lines** ‖	Application	intersecting line, parallel line	

G.9.3.1	Draw one or more lines of symmetry in a polygon	Knowledge	symmetry	
G.9.3.2	Describe the motion (transformation) of a two-dimensional figure as a **flip** (reflection) , **slide** **(translation) or turn** (rotation)	Comprehension	slides,flips,turns translation,reflection, rotation	
G.11.3.1	Replicate a three-dimensional model composed of cubes when given a physical model	Knowledge		
G.11.3.2	Determine which new figure will be formed by combining and subdividing models of existing figures 	Analysis	combining, subdividing	
DAP.17.3.1	Use fractions to predict probability of an event	Application	probability	
DAP.17.3.2	Conduct simple probability experiments, record the data and draw conclusions about the likelihood of possible outcomes(roll number cubes,pull tiles from a bag,spin a spinner, or determine the fairness of games)	Application	likely,unlikely,certain,possible	
DAP.17.3.3	Use physical models, pictures, and organized lists to find combinations of two sets of objects	Application	combinations	

Forth Quarter				
NO.2.3.2	Apply number theory *use the terms multiple, factor, product, and quotient in an appropriate context.	Application	quotient	
NO.2.3.4	Model, represent, and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison **(12 ÷** 4 = 3)	Synthesis	arrays	
NO.3.3.2	Develop, with and without appropriate technology, fluency with basic number combinations for division facts	Application	dividend,divisor,quotient	
NO.3.3.3	Develop, with and without appropriate technology, computational fluency in multiplication up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using *strategies for multiplying numbers *performance of operations in more than one way *relationships between operations*estimation of products and quotients... in appropriate situations	Application		
NO.3.3.5	Use Estimation strategies to solve problems and judge the reasonableness of the answer	Application	round,estimate,about	
A.5.3.2	Express mathematical relationships using equalities and inequalities (<,>,=, ≠)	Synthesis	equalities, inequalities	