Second Quarter
Assurances

• The student will read, write, and model fractional parts of a whole.
• The student will model, write, and compare fractions.
• The student will read, write, and model fractional parts of a whole and equivalent fractions.
• The student will model and write equivalent fractions.
• The student will learn and apply multiplication facts through 12 x 12 using models, objects, and arrays.
• The student will model division facts through concrete objects and using related multiplication facts, such as fact families.
• The student will use arrays to understand multiplication and the Commutative Property of Multiplication (such as 2x3 = 6 and 3x2 = 6).
• The student will use multiplication and division fact families to solve problems.
• The student will identify and extend geometric patterns to solve problems.
• The student will use place value and number sense to locate and name points on a number line.
• The student will identify math in everyday situations
• The student will solve problems using problem-solving strategies
• The student will use everyday objects and/or manipulatives to solve problems
• The student will use math vocabulary and symbols
• The student will make generalizations from patterns, examples, and non-examples
• The student will explain why an answer is reasonable and the process they used to solve the problem
## Second Quarter

### Vocabulary

<table>
<thead>
<tr>
<th>Divide</th>
<th>Product</th>
<th>Fraction</th>
<th>Greater than &gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Factor</td>
<td>Numerator</td>
<td>Less than &lt;</td>
</tr>
<tr>
<td>Variable</td>
<td>Column</td>
<td>Denominator</td>
<td>Quarter</td>
</tr>
<tr>
<td>Divisor</td>
<td>Row</td>
<td>Simplest Form</td>
<td></td>
</tr>
<tr>
<td>Quotient</td>
<td>Array</td>
<td>Equivalent Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple</td>
<td>Simplify</td>
<td></td>
</tr>
</tbody>
</table>

- Fourths
- Halves
- Thirds
- Equal
- Part/Whole
## Second Quarter

<table>
<thead>
<tr>
<th>Concept</th>
<th>Foundational Topic</th>
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<th>Specificity</th>
<th>Reporting Categories</th>
<th>Resources</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>The student understands the concept of time and can tell time on analog and digital clocks.</td>
<td><strong>3.12 B</strong> Tell and write time shown on analog and digital clocks&lt;br&gt;&lt;br&gt;<strong>Example:</strong> <em>(Minimum Skill)</em>&lt;br&gt;John usually closes his store at the time shown on the clock.</td>
<td>The student will read, write, and tell time including hours, minutes, seconds, half hour, quarter hour, and a.m. or p.m. on both analog and digital clocks.</td>
<td>4</td>
<td><strong>Textbook References:</strong>&lt;br&gt;Ch 6 Lesson 1 Understanding Time&lt;br&gt;Ch 6 Lesson 2 Time to the Minute&lt;br&gt;Ch 6 Lesson 3 Minutes and Seconds&lt;br&gt;Ch 6 Lesson 4 A.M. and P.M.&lt;br&gt;Ch 6 Lesson 5 Problem-Solving Workshop: Too Much/Too Little Information&lt;br&gt;&lt;br&gt;<strong>Other:</strong>&lt;br&gt;<a href="http://www.thinkcentral.com">www.thinkcentral.com</a>&lt;br&gt;ThinkMath! Ch 13 Time, Temperature, Weight, &amp; Capacity&lt;br&gt;Lesson 2A Telling and Writing Time&lt;br&gt;Lesson 2B Measuring Time&lt;br&gt;Lesson 2C Playing a Game: Time Concentration&lt;br&gt;Lesson 3A Finding Time Differences&lt;br&gt;Lesson 3B Comparing Times&lt;br&gt;Lesson 5 Skills Practice &amp; Review: Setting the Clock&lt;br&gt;&lt;br&gt;<strong>Activities</strong>&lt;br&gt;Refer to Eduphoria Forethought for more activities</td>
<td><strong>Week 9</strong>&lt;br&gt;10/22-10/26&lt;br&gt;3-5 days</td>
</tr>
<tr>
<td>Fractions</td>
<td>The student understands that fractional parts are equal shares or equal-sized portions of a whole or group can be expressed in equivalent forms.</td>
<td><strong>3.2 A</strong> Construct concrete models of fractions of whole objects with denominators of 12 or less using a variety of manipulatives&lt;br&gt;&lt;br&gt;<strong>Example:</strong> <em>(Minimum Skill)</em></td>
<td>The student will read, write, and model fractional parts of a whole.</td>
<td>1</td>
<td><strong>Textbook References:</strong>&lt;br&gt;Ch 22 Lesson 1 Model Part of a Whole&lt;br&gt;Ch 22 Lesson 2 Model Part of a Group&lt;br&gt;Ch 22 Lesson 3 Equivalent Fractions&lt;br&gt;&lt;br&gt;<strong>Other:</strong>&lt;br&gt;<a href="http://www.thinkcentral.com">www.thinkcentral.com</a>&lt;br&gt;ThinkMath! Ch 7 Fractions&lt;br&gt;Lesson 1A Making Halves and Thirds&lt;br&gt;Lesson 1C Working with Fractions&lt;br&gt;&lt;br&gt;<strong>Activities</strong>&lt;br&gt;Refer to Eduphoria Forethought for more activities</td>
<td><strong>Week 10</strong>&lt;br&gt;10/29-11/2&lt;br&gt;3-5 days&lt;br&gt;Teach with 3.2 B</td>
</tr>
</tbody>
</table>
## Fractions

### 3.2 B Compare fractional parts of whole objects or sets of objects in a problem situation using concrete models

#### Example: (Minimum Skill)

*Look at the fraction below. Name a fraction that is more than the shaded part.*

<table>
<thead>
<tr>
<th>Fractions</th>
<th>The student understands that fractional parts are equal shares or equal-sized portions of a whole or group can be expressed in equivalent forms.</th>
<th>The student will model, write, and compare fractions.</th>
<th>1</th>
<th>Textbook References:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3.2 B Compare fractional parts of whole objects or sets of objects in a problem situation using concrete models</td>
<td></td>
<td></td>
<td>Ch 22 Lesson 4 Simplest Form</td>
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<td>Ch 22 Lesson 6 Compare Fractions</td>
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<td>Ch 22 Lesson 7 Problem-Solving Workshop – Compare Strategies</td>
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<td>Other: <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></td>
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<td>ThinkMath! Ch 7 Fractions</td>
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<td>Lesson 2A Playing a Game: Fraction Construction Zone</td>
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<td>Lesson 5A Exploring Parts of a Dozen</td>
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<td>Lesson 5B Finding Parts of a Dollar</td>
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<td>Lesson 5C Comparing Fractions and Context</td>
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<td>Lesson 6A Exploring Part of An Hour</td>
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<td>Activities</td>
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<td>Refer to Eduphoria Forethought for more activities</td>
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<td>Week 10</td>
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<td>10/29-11/2</td>
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<td>3-5 days</td>
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<td>Teach with 3.2 A</td>
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</tbody>
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Last updated Fall 2012

Indicates Readiness Standards
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<tr>
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<th>Specificity</th>
<th>Reporting Categories</th>
<th>Resources</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| Fractions | The student understands that fractional parts are equal shares or equal-sized portions of a whole or group can be expressed in equivalent forms. | 3.2 C Use fractional names and symbols to describe fractional parts of whole objects or sets of objects | The student will read, write, and model fractional parts of a whole and equivalent fractions. | 1 | **Textbook References:**
Ch 22 Lesson 1 Model Part of a Whole
Ch 22 Lesson 2 Model Part of a Group
Ch 22 Lesson 3 Equivalent Fractions
**Other:**
[www.thinkcentral.com](http://www.thinkcentral.com)
ThinkMath! Ch 6 Rules and Patterns
Lesson 4C Finding Rules with Parts and Wholes
Lesson 5A Exploring Rules with Fractions
Lesson 5B Recording Rules with Fractions
Lesson 5C Fractions That Describe All Parts
ThinkMath! Ch 7 Fractions
Lesson 2 Skills Practice and Review
**Activities**
Refer to Eduphoria Forethought for more activities | Week 11
11/5-11/9
Teach with 3.2 D
3-5 days |

| Fractions | The student understands that fractional parts are equal shares or equal-sized portions of a whole or group can be expressed in equivalent forms. | 3.2 D Construct concrete models of equivalent fractions for fractional parts of whole objects with a variety of manipulatives | The student will model and write equivalent fractions. | 1 | **Textbook References:**
Ch 22 Lesson 3 Equivalent Fractions
Ch 22 Lesson 4 Simplest Form
**Other:**
[www.thinkcentral.com](http://www.thinkcentral.com)
ThinkMath! Ch 7 Fractions
Lesson 1A Making Halve and Thirds
Lesson 1B Revisiting Fraction Notation
Lesson 2A Playing a Game: Fraction Construction Zone
Lesson 3A Playing a Game: Marble Mystery
Lesson 4A Exploring a Half Dozen
**Activities**
Refer to Eduphoria Forethought for more activities | Week 11
11/5-11/9
Teach with 3.2 C
3-5 days |
### Comal Independent School District
**Third Grade Math**
**Scope and Sequence**

#### Second Quarter

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<th>Resources</th>
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</thead>
</table>
| Geometry | The student understands place value of fractions, including halves and fourths, through the use of number lines. | 3.10 Locate and name points on a number line using whole-numbers and fractions, including halves and fourths. *Example: (Minimum Skill)* | The student will use place value and number sense to locate and name points on a number line. | 3 | **Textbook References:**  
Ch 9 Lesson 4 Multiply with 4  
Ch 9 Lesson 5 Multiply with 1 and 0  
Ch 10 Lesson 1 Multiply by 5 and 10  
Ch 13 Lesson 2 Relate Division and Subtraction  
Ch 14 Lesson 1 Divide by 2 and 5  
Ch 22 Lesson 5 Fraction on a Number Line  
Ch 22 Lesson 6 Comparing Fractions  
Ch 22 Lesson 7 Problem-Solving Workshop: Compare Strategies  
**Other:**  
[www.thinkcentral.com](http://www.thinkcentral.com)  
ThinkMath! Ch 1 Building Operations  
Lesson 4A Comparing Number Lines  
Lesson 4B Counting on a Number Line  
ThinkMath! Ch 10 Length, Area, and Volume  
Lesson 1 Skills Practice and Review: Locating Halves  
ThinkMath! Ch 12 Multiplication Strategies  
Lesson 1 Skills Practice and Review: Labeling Halves andFourthsonaNumberLine  
Lesson 2 Skills Practice and Review: Labeling Halves andFourthsonaNumberLine  
**Activities:**  
Refer to Eduphoria Forethought for more activities | **Week 12**  
11/12-11/16  
3 - 5 days |

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**2nd 6 Week CA**  
11/12-11/16

3.2B, 3.5A, 3.5B, 3.10A, 3.6A, 3.12B, (3.2A, 3.2B)

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**Last updated Fall 2012**
**Indicates Readiness Standards**
# Second Quarter

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<thead>
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<th>Resources</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiplication</td>
<td>The student understands that multiplication is related to repeated addition.</td>
<td>3.4 A Learn and apply multiplication facts through 12 by 12 using concrete models and objects</td>
<td>The students will learn multiplication facts through 12 x 12 by relating addition to multiplication and the use of arrays.</td>
<td>1</td>
<td><strong>Textbook References:</strong>&lt;br&gt;Ch 9 Lesson 1 Relate Addition to Multiplication&lt;br&gt;Ch 9 Lesson 2 Model with Arrays&lt;br&gt;Ch 9 Lesson 3 Multiply with 2&lt;br&gt;Ch 9 Lesson 4 Multiply with 4&lt;br&gt;Ch 9 Lesson 5 Multiply with 1 and 0&lt;br&gt;Ch 10 Lesson 1 Multiply with 5 and 10&lt;br&gt;Ch 10 Lesson 2 Multiplying with 3&lt;br&gt;Ch 10 Lesson 3 Multiplying with 6&lt;br&gt;Ch 10 Lesson 4 Practice the Facts&lt;br&gt;Ch 10 Lesson 5 Problem-Solving Workshop: Act it Out&lt;br&gt;Ch 11 Lesson 1 Multiplying with 8&lt;br&gt;Ch 11 Lesson 2 Patterns with 9&lt;br&gt;Ch 11 Lesson 3 Multiplying with 7&lt;br&gt;Ch 11 Lesson 4 Practice the Facts&lt;br&gt;Ch 11 Lesson 5 Multiplying with 11 and 12&lt;br&gt;Ch 12 Lesson 2 Missing Factors&lt;br&gt;Ch 12 Lesson 3 Multiplying 3 Factors&lt;br&gt;Ch 12 Lesson 4 Multiplication Properties&lt;br&gt;&lt;br&gt;<strong>Other:</strong>&lt;br&gt;<strong><a href="http://www.thinkcentral.com">www.thinkcentral.com</a></strong>&lt;br&gt;ThinkMath! Ch 2 Multiplication Situations&lt;br&gt;Lesson 1A Counting Rows, Columns, and Dots Lesson 4 Skills Practice and Review: Making an Array Lesson 4A Predicting Intersections&lt;br&gt;Lesson 4B Finding Intersections&lt;br&gt;Lesson 9 Skills Practice and Review: Rows, Columns, and Dots&lt;br&gt;&lt;br&gt;<strong>Activities</strong>&lt;br&gt;Refer to Eduphoria Forethought for more activities</td>
<td>Week 13&lt;br&gt;11/26-12/7&lt;br&gt;10 days&lt;br&gt;Teach with 3.6B</td>
</tr>
</tbody>
</table>
### Second Quarter

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<th>Resources</th>
</tr>
</thead>
</table>
| Patterns| The student understands that multiplication is related to patterns of repeated addition. | 3.6 B Identify patterns in multiplication facts using concrete objects, pictorial models, or technology | 2           | **Textbook References:** Other: [www.thinkcentral.com](http://www.thinkcentral.com)  
ThinkMath! Ch 2 Multiplication Situations Lesson 8C Breaking Down the Multiplication Facts Lesson 9C Completing the Multiplication Table **ThinkMath! Ch 6 Rules and Patterns** Lesson 7C Patterns on the Number Line Hotel ThinkMath! Ch 9 Exploring Multiplication Lesson 3B Using Multiplication Facts [Activities](#)  
Refer to Eduphoria Forethought for more activities |

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<thead>
<tr>
<th>Time Allotment</th>
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<tbody>
<tr>
<td>Week 13-14</td>
<td>11/26-12/7</td>
</tr>
<tr>
<td>10 days</td>
<td>Teach with 3.4 A</td>
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### Second Quarter

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</thead>
</table>
| Division           | The student understands that division determines how many groups or how many in each group and is related to repeated subtraction and is the inverse of multiplication. | **3.4 C** Use models to solve division problems and use number sentences to record the solutions  
*Example: (Minimum Skill)*  
*At his birthday party, 3 of Patrick’s friends equally shared a package of 12 balloons. how many balloons did each friend have?* | The student will model division facts through concrete objects and using related multiplication facts, such as fact families. | 1          | **Textbook References:**  
Ch 13 Lesson 1 Model Division  
Ch 13 Lesson 2 Relate Division and Subtraction  
Ch 13 Lesson 3 Hands On: Model with Arrays  
Ch 13 Lesson 4 Multiplication and Division  
Ch 13 Lesson 5 Fact Families  
Ch 14 Lesson 1 Divide by 2 and 5  
Ch 14 Lesson 2 Divide by 3 and 4  
Ch 14 Lesson 3 Division Rules for 1 and 0  
Ch 15 Lesson 1 Divide by 6  
Ch 15 Lesson 2 Divide by 7 and 8  
Ch 15 Lesson 4 Divide by 9 and 10  
Ch 15 Lesson 5 Divide by 11 and 12  
Ch 15 Lesson 6 Practice the facts  
**Other:**  
[www.thinkcentral.com](http://www.thinkcentral.com)  
ThinkMath! Ch 3 Using Addition & Subtraction  
Lesson 5A Exploring Odd and Even Numbers  
ThinkMath! Ch 6 Rules and Patterns  
Lesson 9B Sharing Situations  
Lesson 8B Working with Sharing Machine B Lesson 8C Finding Rules for Sharing Machines Lesson 9A Discovering Rules for Sharing Machines [Activities](#)  
Refer to Eduphoria Forethought for more activities | **Week 15-16**  
12/10/12-21  
10 days  
Teach with 3.6 C |
| Patterns And Relationships | The student understands the primary strategy for learning division facts is using a related multiplication fact. | **3.6 C** Identify patterns in related multiplication and division sentences such as 2 x 3 = 6, 3 x 2 = 6, 6 ÷ 2 = 3, 6 ÷ 3 = 2  
*Example: (Minimum Skill)*  
*What number makes the following number sentence true?*  
8 x ? = 16 | The student will use multiplication and division fact families to solve problems. | 2          | **Textbook References:**  
Ch 13 Lesson 5 Fact Families  
Ch 14 Lesson 1 Divide by 2 and 5  
**Other:**  
[www.thinkcentral.com](http://www.thinkcentral.com)  
ThinkMath! Ch 12 Multiplication Strategies  
Lesson 7 Skills Practice and Review: Completing the Multiplication Table  
Lesson 7A Exploring Missing Factors  
Lesson 8 Skills Practice and Review: Completing Multiplication Sentences  
Lesson 8A Exploring a Division Situation  
ThinkMath! Ch 15 Multiplication and Division  
Lesson 1 Skills Practice and Review: Patterns and Fact Families [Activities](#)  
Refer to Eduphoria Forethought for more activities | **Week 15-16**  
12/10/12-21  
10 days  
Teach with 3.4C |
## Second Quarter

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<tbody>
<tr>
<td>Time</td>
<td>The student understands the concept of time and can tell time on analog and digital clocks.</td>
<td>3.12 B Tell and write time shown on analog and digital clocks.</td>
<td>The student will read, write, and tell time including hours, minutes, seconds, half hour, quarter hour, and a.m. or p.m. on both analog and digital clocks.</td>
<td>4</td>
<td><strong>Textbook References:</strong> Other: ThinkMath! Ch 7 Fractions Lesson 1 Skills Practice and Review: Common Fractions Lesson 3C Exploring Equivalent Fractions Lesson 6 Skills Practice and Review: Fractions of Familiar Items Lesson 6A Exploring Parts of an Hour Lesson 7B Solving Problems by Applying the Strategy Activities Refer to Eduphoria Forethought for more activities</td>
<td>Everyday</td>
</tr>
<tr>
<td>Application Of Math skills</td>
<td>The student understands math connections to everyday situations.</td>
<td>3.14 A Identify the mathematics in everyday situations</td>
<td>The student will make math connections to everyday situations</td>
<td>Process</td>
<td></td>
<td>Everyday</td>
</tr>
<tr>
<td>Problem-Solving Skills</td>
<td>The student understands problem-solving strategies / steps.</td>
<td>3.14 B Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</td>
<td>The student will use problem-solving steps, such as understanding the problem, making a plan, carrying out a plan, and evaluating the solution for reasonableness.</td>
<td>Process</td>
<td></td>
<td>Everyday</td>
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<tr>
<td>Problem-Solving Skills</td>
<td>The student understands and uses many strategies to problem-solving, such as drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem or working backwards to solve the problem.</td>
<td>3.14 C Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve the problem.</td>
<td>The student will use problem-solving strategies, such as systematic guessing and checking, looking and extending a pattern, acting it out, working backward, and drawing a picture to solve a problem.</td>
<td>Process</td>
<td><strong>Textbook References:</strong> Ch 6 Lesson 5 Problem-Solving Workshop: Too Much/Too Little Information Ch 10 Lesson 5 Problem-Solving Workshop: Act it Out Ch 15 Lesson 3 Problem-Solving Workshop - Work Backward Ch 22 Lesson 7 Problem-Solving Workshop: Compare Strategies Other: ThinkMath! Ch 12 Multiplication Strategies Lesson 9A Discussing the Problem-Solving Strategy: Work Backward Activities Refer to Eduphoria Forethought for more activities</td>
<td>Everyday</td>
</tr>
<tr>
<td>Problem-Solving Skills</td>
<td>The student understands and uses tools, such as real objects, manipulatives, and technology to solve problems.</td>
<td>3.14 D Use tools such as real objects, manipulatives, and technology to solve problems.</td>
<td>The student will use paper and pencil, a calculator, and mental math to solve math problems.</td>
<td>Process</td>
<td>Textbook References: Other: Activities Refer to Eduphoria Forethought for more activities</td>
<td>Everyday</td>
</tr>
<tr>
<td>Problem-Solving Skills</td>
<td>The student understands and explains observations using objects, words, pictures, numbers, and technology.</td>
<td>3.15 A Explain and record observations using objects, words, pictures, numbers, and technology.</td>
<td>The student will explain and record their observations on concepts, such as naming and comparing fractions, identifying patterns in multiplication and division, locate fractions on a number line, and identify patterns in multiplication and division fact families.</td>
<td>Process</td>
<td>Textbook References: Activities Refer to Eduphoria Forethought for more activities</td>
<td>Everyday</td>
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</thead>
</table>
| Math Vocabulary  | The student understands the math vocabulary associated with place value, addition, subtraction, multiplication, time, money, and data analysis. | **3.15 B** Relate informal language to mathematical language and symbols | The student will comprehend and use math vocabulary everyday. | Process               | **Textbook References:**  
Other:  
ThinkMath! Ch 2 Multiplication Strategies  
Lesson 8A Writing Number Sentences for Rectangular Arrays  
ThinkMath! Ch 7 Fractions  
Lesson 4 Skills Practice and Review: Fractions of a Week  
ThinkMath! Ch 9 Exploring Multiplication  
Lesson 3 Skills Practice and Review: What are the Factors?  
**Activities**  
Refer to Eduphoria Forethought for more activities | Everyday         |
| Application Of Math skills | The student makes generalizations from patterns, examples, and non-examples. | **3.16 A** Make generalizations from patterns or sets of examples and non-examples | The student will identify and extend whole number patterns to solve problems. | Process               | **Textbook References:**  
Ch 8 Lesson 1 Algebra: Patterns  
Ch 8 Lesson 2 Geometric Patterns  
Ch 8 Lesson 3 Number Patterns  
Ch 8 Lesson 4 Extended Patterns  
Ch 8 Lesson 5 Problem-Solving Workshop: Look For A Pattern  
Other:  
ThinkMath! Ch 6 Rules and Patterns  
Lesson 2C Recording Data in Table to Find a Rule  
Lesson 6A Exploring a Pattern  
Lesson 6B Discussing Strategies for Finding a Rule  
ThinkMath! Ch 7 Fractions  
Lesson 6B Strategies for Comparing Fractions  
**Activities**  
Refer to Eduphoria Forethought for more activities | Everyday         |
| Application Of Math Skills | The student understands if a solution is reasonable and can explain in their own words the process they used to find the solution. | **3.16 B** Justify why an answer is reasonable and explain the solution process | The student will explain in their own words the process they used to answer the problem and if their answer is reasonable. | Process               | **Textbook References:**  
Ch 9 Lesson 6 Problem-Solving Workshop: Draw a Picture  
Other:  
ThinkMath! Ch 3 Using Addition & Subtraction  
Lesson 6A Solving Open-Ended Problems  
Lesson 6B Identifying the Fewest Coins  
**Activities**  
Refer to Eduphoria Forethought for more activities | Everyday         |
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<th>TEKS Statement</th>
<th>Specificity</th>
<th>Reporting Categories</th>
<th>Resources</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automaticity</td>
<td>The student will demonstrate automaticity on timed tests by solving addition &amp; subtraction facts 0 through 20 with 30 problems in 2 minutes at 85% accuracy.</td>
<td>3.3 A Model addition or subtraction using pictures, words, and numbers</td>
<td>The student will recall addition and subtraction facts 0 through 20, and demonstrate this knowledge through timed tests.</td>
<td>1</td>
<td>Flash cards, Speed drills, Mad minutes</td>
<td>Everyday</td>
</tr>
</tbody>
</table>