

Third Grade

Marion Public Schools Math Curriculum Alignment

	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>N.ME.03.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent.</i>	IV. Number Sense and Numeration	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.	IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.1.2 Investigate and develop an understanding of the base 10 place value system. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.2.3 Investigate ways numbers are used.	Investigation Grade 4: Landmark in the 1000's; Investigation #3 Supplemental Base 10 blocks, place value rods and pocket chart, white boards and paper/pencil tasks; appropriate worksheets, grade level blog: base 10 interactive blocks.	Unit one review, Steck Vaughn p. 23-24	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<p><i>N.ME.03.02</i> <i>Recognize and use expanded notation for numbers using place value to 10,000s place. Identify the place value of a digit in a number.</i></p>	<p>IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking</p>	<p>IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. V.1 Students understand and use various types of operations to solve problems.</p>	<p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.1.2 Investigate and develop an understanding of the base 10 place value system. IV.1.3 Develop an understanding of the properties of numbers and of the properties of the special numbers 0 and 1. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. V.1.3 Explore properties of operations and give examples of how they use those properties.</p>	<p>Investigation Grade 4: Landmark in the 1000's; Investigation #3 Supplemental Base 10 blocks, place value rods and pocket chart, white boards and paper/pencil tasks; appropriate worksheets, grade level blog; base 10 interactive blocks.</p>	<p>Unit one review, Steck Vaughn p. 23-24</p>	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<i>N.ME.03.03 Compare and order numbers up to 10,000.</i>	IV. Number Sense and Numeration	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.	IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.3.1 Compare and order numbers using "equal" "less than" or "greater than."	Investigation Grade 5, Mathematical Thinking, Investigations 3 and 4; Supplemental Base 10 blocks, appropriate worksheets, * Emphasize symbol for less than and greater than	Unit one review, Steck Vaughn p. 23-24	

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nasl	<p><i>N.ME.03.04 Count orally by 6s, 7s, 8s, and 9s starting with 0, making the connecting between repeated addition and multiplication.</i></p>	<p>I. Patterns, Relationships and Functions IV. Number Sense and Numeration</p>	<p>I.1 Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p>	<p>I.1.1 Recognize, describe and extend numerical and geometric patterns. IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.3 Investigate ways numbers are used.</p>	<p>Investigations: Things that come in groups, Investigations 2 and 3 Supplemental Mastering Math facts</p>	<p>Daily math fact tests; skip counting book; timed class skip counting Mastering Math facts</p>	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<p><i>N.ME.03.05 Know that even numbers end in 0,2,4,6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that off numbers end in 1,3,5,7, or 9, and work with patterns involving even and odd numbers.</i></p>	<p>I. Patterns, Relationships and Functions IV. Number Sense and Numeration</p>	<p>I.1 Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.</p>	<p>I.1.1 Recognize, describe and extend numerical and geometric patterns. IV.3.3 Classify numbers as even or odd and explore concepts of factors and multiples.</p>	<p>Investigations: Mathematical thinking, Investigation 4;Supplemental Unifix cubes, created charts of numbers that could be shared equally and those that could not</p>	<p>Investigation assessment</p>	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>N.FL.03.06 Add and subtract fluently two numbers through 999 with regrouping and through 9,999 without regrouping.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems.	V.1.2 Develop and apply the appropriate method of computation from among mental computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.	Investigations: Combining and comparing, Investigations 1 and 3;white boards, Supplemental base 10 blocks, appropriate worksheets, numerous practice activities: Race to 100, Race to 0 Mastering Math facts	Unit two review, Stack Vaughn p. 47-48, Unit three review, Stack Vaughn. 76, Ed Helper subtraction assessment Mastering Math facts	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums to 1000) and judge reasonableness of estimates.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. V.1 Students understand and use various types of operations to solve problems.	IV.2.4 Develop strategies for estimating quantity and evaluate the reasonableness of their estimates. V.1.2 Develop and apply the appropriate method of computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.	Investigations: Combining and comparing, Investigations 1 and 3; Supplemental white boards, base 10 blocks, appropriate worksheets, numerous practice activities: Race to 100, Race to 0, Emphasize rounding, and reasonable answers	Steck Vaughn p. 35 and 45	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
nasl	<i>N.FL.03.08 Use mental strategies to fluently add and subtract two-digit numbers.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems.	V.1.2 Develop and apply the appropriate method of computation from among mental computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.	Investigations Combining and Comparing, Investigation 4, Supplemental basic math fact practice	Timed math test; Ed helper addition and subtraction tests	
core	<i>N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations. Express a multiplication statement as an equivalent division statement.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems.	V.1.3 Explore properties of operations and give examples of how they use those properties.	Investigation 3 and 4, Things that come in groups, Investigations Grade 4: Packages and Groups; Investigation 3; Emphasize inverse operations, fact families Mastering Math facts	Investigation assessment, student sheet 10, p. 120 Mastering Math facts	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statements to represent those situations.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems. V.2 Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.1.1 Use manipulative to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. V.2.1 Write and solve open sentences and write stories to fit the open sentences.	Investigations: Things that come in groups, Investigation 3 Arrays and Skip Counting, Grade 4 Arrays and Shapes, Investigation 3 Mastering Math facts	Investigations End of the unit assessment, assessment book pages 58-62 Mastering Math facts	
core	<i>N.FL.03.11 Find products fluently up to 10 x 10; find related quotients using multiplication and division relationships.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems.	V.1.2 Develop and apply the appropriate method of computation from among mental computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.	Investigations: Landmarks in the 100's, Investigation 1, Things that come in groups, Investigation 2, Supplemental skip counting, basic math facts practice sheets Mastering Math facts	Basic math facts timed test Mastering Math facts	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
future	<i>N.MR.03.12 Find solutions to open sentences using the inverse relationship between multiplication and division.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2 Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2.1 Write and solve open sentences and write stories to fit the open sentences. V.2.3 Find replacements for the variables in open sentences.	Investigation 3 and 4, Things that come in groups, Investigations Grade 4: Packages and Groups; Investigation 3; Emphasize inverse operations, fact families, missing numbers (divisor or quotient) Mastering Math facts	Teacher Created assessment Mastering Math facts	
core	<i>N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems.	V.1.2 Develop and apply the appropriate method of computation from among mental computation from among mental computation, estimation, paper and pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.	Investigation Things that come in groups, investigation 2, Supplemental appropriate worksheets Mastering Math facts	Teacher Created assessment Mastering Math facts	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
future	<i>N.MR.03.14 Solve division problems involving remainders, viewing the remainder as the "number left over"; interpret based on problem context, e.g., when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. V.1 Students understand and use various types of operations to solve problems.	IV.1.4 Apply their understanding of number systems to model and solve problems. V.1.1 Use manipulative to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.	Investigations Grade 4, Arrays and shares, Investigation 2, Supplemental Manipulatives with classroom activities on dividing numbers, Start with a number, ex: 12, Create 2,3,4,5 even groups, how many are left over? Mastering Math facts	Ed Helper assessment adding and subtracting fractions Mastering Math facts	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects words (including "product" and "quotient"), and mathematical statements; solve.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. V.1 Students understand and use various types of operations to solve problems.	IV.1.4 Apply their understanding of number systems to model and solve problems. IV.2.5 Select appropriate numbers and representations in order to solve problems. IV.3.5 Apply their understanding of number relationships in solving problems. V.1.4 Apply operations efficiently and accurately in solving problems.	Investigations Things that come in groups, Investigation 4	Investigations book, Things that come in groups Student sheet 10	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<p><i>N.ME.03.16</i> <i>Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator"</i></p>	<p>IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking</p>	<p>IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. V.2 Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.</p>	<p>IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.1.2 Investigate and develop an understanding of the base 10 place value system. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand computations. V.2.1 Write and solve open sentences and write stories to fit the open sentences.</p>	<p>Investigations, Fair shares, investigation 1 and 2, Supplemental Overhead fraction tiles, Fraction rods, appropriate worksheets</p>	<p>Addison Wesley, Page 144, Understanding fractions</p>	

	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<i>N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2,4, and 8, using strips as area models.</i>	IV. Number Sense and Numeration	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.	IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. IV.3.1 Compare and order numbers using "equal" "less than" or "greater than." IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand computations.	Investigations , Fair shares, investigation 1 and 2, Supplemental Overhead fraction tiles, Fraction rods, appropriate worksheets	Addison Wesley, Page 145, Equivalent Fractions	

	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
future	<i>N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.</i>	II. Geometry and Measurement IV. Number Sense and Numeration	II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object. IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.	II.2.1 Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map. IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.1 Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand computations.	Investigations , Fair shares, investigation 1 and 2, Supplemental Overhead fraction tiles, Fraction rods, appropriate worksheets	Addison Wesley, page 146 Comparing Fractions	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<p>N.ME.03.19 Understand that any fraction can be written as a sum of unit fractions. <i>($\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$)</i></p>	IV. Number Sense and Numeration	<p>IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. IV.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.</p>	<p>IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. IV.3.2 Use part-whole relationships to explore numbers, develop number concepts and understand computations.</p>	<p>Investigations, Fair shares, investigation 1 and 2, Supplemental Overhead fraction tiles, Fraction rods, appropriate worksheets</p>	<p>Teacher Created assessment</p>	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<i>N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1 Students understand and use various types of operations to solve problems.	V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.	Supplemental Fraction rods, fraction tiles, rulers	Ed Helper assessment adding and subtracting fractions	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>N.ME.03.21 Understand and relate decimal fractions to fractional parts of a dollar.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. V.2 Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	IV.1.2 Investigate and develop an understanding of the base 10 place value system. V.2.1 Write and solve open sentences and write stories to fit the open sentences.	Supplemental Refer to lessons on counting money, explain cents and dollars as they relate to fractions.	White boards, teacher reads a dollar amount, students record the equivalent fraction	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>M.UN.03.01 Know and use common units of measurement in length, weight, and time.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money.	Investigations From paces to feet, investigation 1, Supplemental classroom practice measuring weight, length and time using standard and metric units. Scales, weights, Judy Clocks, appropriate worksheets	Ed Helper measurement assessment, Teacher created assessments	
core	<i>M.UN.03.02 Measure in mixed units within the same measurement system for length, weight, and time; feet and inches, meters, and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	Investigations From paces to feet, investigation 1, Supplemental classroom practice measuring weight, length and time using standard and metric units. Scales, weights, Judy Clocks, appropriate worksheets, calendar, white boards	Ed Helper measurement assessment, Teacher created assessments	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>M.UN.03.03 Understand relationships between sizes of standard units.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	Supplemental White boards, classroom practice with units, appropriate worksheets	Ed Helper assessment, Addison Wesley	
core	<i>M.UN.03.04 Know benchmark temperatures such as freezing, boiling, and compare temperatures to these.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	Supplemental Classroom posters, Thermometers, relating temperature to weather and clothing, white boards , daily practice and discussion, Ed helper worksheets	Teacher Created assessment	
core	<i>M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money.	Investigations , Flips, Turns and Area, Investigation 2.Supplemental appropriate worksheets, array cards	array cards, students have to find perimeter and area of each array.	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<i>M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money.	Investigations , Flips, Turns and Area, Investigation 2, Supplemental appropriate worksheets, array cards	array cards, students have to find perimeter and area of each array.	
ext	<i>M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass, area, perimeter, capacity, time, temperature and money.	Supplemental White boards, classroom practice with units, appropriate worksheets	teacher created assessment	
ext	<i>M.UN.03.08 Visualize and describe the relative sizes of one square inch and square centimeter.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.3 Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is "a good estimate."	Supplemental classroom practice in drawing objects that are a given number of square centimeters or inches.	teacher observation, teacher created assessment	

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future	<i>M.TE.03.09 Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.3 Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is "a good estimate."	Investigations , Flips, Turns and Area, Investigation 2, Supplemental appropriate worksheets, array cards	Array cards, Students estimate area and perimeter of each array and explain how they made their estimate.	
future	<i>M.PS.03.10 Add and subtract lengths, weights, and times using mixed units with the same measurement system.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.6 Apply measurement to describe the real world and to solve problems.	Investigations From paces to feet, investigation 1, Supplemental classroom practice measuring weight, length and time using standard and metric units. Scales, weights, Judy Clocks, appropriate worksheets, calendar, white boards	Ed Helper measurement assessment, Teacher created assessments	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>M.PS.03.11 Add and subtract money in dollars and cents.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.6 Apply measurement to describe the real world and to solve problems.	Supplemental Taught in conjunction with lessons on addition and subtraction, incorporating the dollar and cent signs, overhead coins, play money, appropriate worksheets	Ed Helper assessment	
core	<i>M.PS.03.12 Solve applied problems involving money, length, and time,</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.	II.3.6 Apply measurement to describe the real world and to solve problems.	Investigations Grade 4, Money, miles and large numbers, Investigation 1 and 2	Investigations assessment	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.</i>	II. Geometry and Measurement	<p>II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.</p> <p>II.3 Students compare attributes of two objects, or of one objects with a standard units, and analyze situations to determine what measurement(s) should be made and to what level of precision.</p>	<p>II.3.6 Apply measurement to describe the real world and to solve problems.</p> <p>II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.</p>	<p>Investigations, Flips, Turns and Area, Investigation 2, Supplemental appropriate worksheets, classroom materials as examples to problem solving.</p>	<p>Teacher created assessment</p>	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>G.GS.03.01 Identify points, line segments, lines, and distance.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.6 Recognize parallel and perpendicular line segments and figures that have similarity and/or congruence.	Supplemental Clarification Document, appropriate worksheets	Clarification Document	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
future	<i>G.GS.03.02 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.6 Recognize parallel and perpendicular line segments and figures that have similarity and/or congruence. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	Supplemental Explain the meanings of perpendicular and parallel lines, and classroom practice identifying them.	Addison Wesley assessment	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<i>G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	Investigations, grade 4, seeing solids and silhouettes, investigation 1,	Find 5 objects in the classroom that have parallel faces of rectangular prisms, and list them	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes based on their component parts and on the number of sides and vertices.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.2 Describe the attributes of familiar shapes. II.1.3 Compare, sort and classify familiar shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	Investigations , Grade 5, picking polygons, shapes in the classroom , Supplemental classroom discussion on sides and vertices. Ex: How do you know this is a square?	Identify shapes and explain their properties	

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Marion Public Schools Math Curriculum Alignment

	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.2 Describe the attributes of familiar shapes. II.1.4 Draw and build familiar shapes. II.1.5 Explore ways to combine, dissect and transform shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	Supplemental Pattern blocks, classroom objects, overhead story problems	Investigations assessment	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids based on their component parts.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.2 Describe the attributes of familiar shapes. II.1.3 Compare, sort and classify familiar shapes. II.1.4 Draw and build familiar shapes. II.1.5 Explore ways to combine, dissect and transform shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	Investigations, Exploring solids and boxes, investigations 1 and 2	Investigations assessment, page 98 and 99, Assessment book	

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Marion Public Schools Math Curriculum Alignment

	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
ext	<i>G.SR.03.07 Represent front, top, and side views of solids built with cubes.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.1 Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.4 Draw and build familiar shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	Investigations Grade 4, Seeing solids and Silhouettes, investigation 1	Investigations assessment, page 98 and 99, Assessment book	
ext	<i>D.RE.03.01 Read and interpret bar graphs in both horizontal and vertical forms.</i>	III. Data Analysis and Statistics	III.2 Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.	III.2.1 Read and explain data they have collected and organized themselves and progress to reading data from other sources.	Supplemental Clarification Document, Overhead Story problems, classroom data, practice creating and interpreting bar graphs.	Clarification Document	

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	GLACE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
core	<i>D.RE.03.02 Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.</i>	III. Data Analysis and Statistics	III.2 Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.	III.2.2 Describe the shape of the data using informal language.	Supplemental Incorporating terminology when teaching bar graphs, students identify minimum and maximum range on graphs they have created and teacher prepared graphs.	Clarification Document, Graphing assessment, chapter 11	
core	<i>D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.</i>	III. Data Analysis and Statistics	III.2 Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.	III.2.1 Read and explain data they have collected and organized themselves and progress to reading data from other sources. III.2.3 Draw, explain and justify conclusions, such as trends based on data.	Supplemental Clarification Document, Overhead Story problems, classroom data, practice creating and interpreting bar graphs.	Clarification Document, Graphing assessment, chapter 11	