

Catawba County Schools Math Pacing Guides

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| Third Grade | | Unit One | |
| | | Place Value & Multi-Digit Addition & Subtraction | |
| Conceptual Overview | | <p>1. Read write, identify and represent the place value of whole numbers through ten thousands (through hundred thousands, see Extension Lesson 1).</p> <p>2. Add and subtract whole numbers to 10,000 (through hundred thousands, see Extension Lesson 1). <i>5th grade objective is through hundred thousands</i></p> <p>3. Add and subtract money amounts.</p> <p>4. Write and solve related addition and subtraction word problems.</p> | |
| Unit One 19 Days (Aug. 27 - Sept. 28) | | <p>1. Understanding Place Value (Lessons 1-4)</p> <p>2. Grouping to Add (Lessons 5-9)</p> <p>3. Ungrouping to Subtract (Lessons 10-16)</p> | |
| S C O S G O A L S | Number and Operations EOG 35-40% | <p>1.01a Connect model, number word, and number using a variety of representations.</p> <p>1.01b Build understanding of place value (ones through thousands)</p> <p>1.01c Compare and order</p> <p>1.02a Strategies for adding and subtracting numbers</p> <p>1.02c Relationships between operations</p> <p>1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil</p> | |
| | Measurement EOG 10-12% | | |
| | Geometry EOG 12-15% | | |
| | Data and Probability EOG 12-15% | | |
| | Algebra EOG 20-25% | 5.01 Describe and extend numeric and geometric patterns | |
| Vocabulary | | Unit 1 Place Value & Multi-Digit Addition & Subtraction | |
| | | Math Expressions | NC SCOS 1.01, 1.02,1.06 |
| | | compose | $4 \leq 5$ |
| | | counting on strategy | $4 < 5$ |
| | | decompose | $5 > 4$ |

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|--|--------------------------|---|
| | digit | $5 \geq 4$ |
| | dollars place | <i>about</i> |
| | expanded form | <i>act out a problem</i> |
| | expression | <i>add</i> |
| | grouping | <i>addends</i> |
| | hundred-box | <i>approximately</i> |
| | hundreds place | <i>cents</i> |
| | Make a ten strategy | <i>compare</i> |
| | Make a thousand strategy | <i>compose</i> |
| | Math Mountain | <i>decompose</i> |
| | mental math | <i>demonstrate</i> |
| | method | <i>difference</i> |
| | New groups above method | <i>digit</i> |
| | New groups below method | <i>divide</i> |
| | ones plans | <i>dollars</i> |
| | partner | <i>equal to $5 = 5$</i> |
| | pennies place | <i>equivalent</i> |
| | place value drawing | <i>estimate</i> |
| | proof drawing | <i>evaluate</i> |
| | Secret Code Card | <i>expanded form/notation</i> |
| | Show all totals method | <i>explain</i> |
| | standard form | <i>factor</i> |
| | tens place | <i>greater than</i> |
| | ten-stick | <i>greater than or equal to</i> |
| | thousand-bar | <i>greatest</i> |
| | thousands place | <i>guess and test/check</i> |
| | total | <i>hundreds place</i> |
| | ungroup | <i>justify</i> |
| | | <i>least</i> |
| | | <i>less than</i> |
| | | <i>less than or equal to</i> |
| | | <i>make a diagram/picture</i> |
| | | <i>make a table/chart/graph</i> |
| | | <i>make an organized list</i> |
| | | <i>mixed number</i> |
| | | <i>multiply</i> |
| | | <i>not equal to $5 \neq 6$</i> |
| | | <i>ones plans</i> |
| | | <i>order</i> |

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|-----------------------|---|
| | <i>patterns</i> |
| | <i>product</i> |
| | <i>prove</i> |
| | <i>quotient</i> |
| | <i>reasonable</i> |
| | <i>regions/area</i> |
| | <i>solve a simpler problem</i> |
| | <i>standard form/notation</i> |
| | <i>subtract</i> |
| | <i>sum</i> |
| | <i>tens place</i> |
| | <i>thousands place</i> |
| | <i>value</i> |
| | <i>Venn diagram</i> |
| | <i>whole number</i> |
| <i>work backwards</i> | |
| <i>written form</i> | |
| Essential Questions | <p>1. How would you use base 10 blocks to represent the number ____? Draw an array to represent the number _____.</p> <p>2. How many 100's are in 2,000? What is the value of the 4 in 1, 486?</p> <p>3. Which number is greater? How would you order these numbers from least to greatest?</p> <p>4. Is the number 567 odd or even? How can you tell?</p> <p>5. What are some combinations of smaller arrays that would make the number _____ smaller?</p> |