

Weeks 1-6 OAS 2019	
3.N.1	Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.
3.N.1.1	Read, write, discuss, and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.
3.N.1.2	Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.
3.N.1.3	Find 10,000 more or 10,000 less than a given five-digit number. Find 1,000 more or 1,000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five-digit number.
3.N.1.4	Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.
3.N.2.4	Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences
3.A.1.1	Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.
3.A.1.2	Describe the rule (single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.
3.N.2.3	Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.
3.A.2.1	Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences
3.A.2.2	Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.
3.N.2.5	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.
3.N.4.1	Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars. coins or bills.
3.N.4.2	Select the fewest number of coins for a given amount of money up to one dollar.
Academic Vocabulary	place value, numerals, digits, compare, less, more, ones, tens, hundreds, thousands, ten thousands, standard form, expanded form, word form, Associative Property of Addition, Commutative Property of Addition, Identity Property of Addition, round estimate, inverse operation, sum, difference
Resources	Envision Topic 8, 8-1,8-3, 8-6, 8-7, 8-8,
	Envision Topic 9, 9-3, 9-4, 9-6, 9-7
	OK Envision Supplement 1,OK 3,OK 31-34, OK 36

Weeks 7-12 OAS 2019	
3.N.2.1	Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.
3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.
3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.
3.A.2.2	Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.
Academic Vocabulary	factors, product, array, column, row, Commutative Property of Multiplication, Identity One Property of Multiplication, Zero Property of Multiplication, Associative Grouping Property of Multiplication, multiples, fact family, number line, equal groups, Distributive Property of Multiplication, even, odd
Resources	Scott Foresman enVision Topic 1, 1-1,1-2,1-3,1-4,
	Scott Foresman enVision Topic 2, 2-1,2-2, 2-4, 2-5
	Scott Foresman enVision Topic 3, 3-1,3-2, 3-3

Weeks 13-18 OAS 2019	
3.A.2.2	Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.
3.N.2.1	Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.
3.N.2.2	Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.
3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.
3.N.3.1	Read and write fractions with words and symbols. fractions in real-world and mathematical situations.
3.N.3.2	Construct fractions using length, set, and area models.
3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems.
Academic Vocabulary	division, equation, quotient, dividend, divisor
Resources	Scott Foresman enVision Topic 3, 3-4, 3-5, 3-6, 3-7
	Scott Foresman enVision Topic 1,1-5 Topic 1 Assessment
	Scott Foresman enVision Topic 12,12-1, 12-2, 12-3

Weeks 19-24 OAS 2020	
3.N.3.1	Read and write fractions with words and symbols. fractions in real-world and mathematical situations.
3.N.3.2	Construct fractions using length, set, and area models.
3.N.3.4	Use models and number lines to order and compare fractions that are related to the same whole.
3.GM.2.4	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.
3.GM.2.5	Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.
3.GM.2.3	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.
3.GM.3.1	Read and write time to the nearest 5-minute (analog and digital).
3.GM.3.2	Determine the solutions to problems involving addition and subtraction of time in intervals of 5 minutes, up to one hour, using pictorial models, number line diagrams, or other tools.
3 GM.2.6	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.
Academic Vocabulary	fraction, denominator, numerator, whole, region, set, benchmark, equivalent, yard, mile, centimeter, meter, kilometer, pound, ounce, ton, gram, kilogram, quarter, hour, elapsed, thermometer, degree
Resources	Scott Foresman enVision Topic 12, 12-1, 12-2, 12-3, 12-4
	Scott Foresman enVision Topic 13, 13-1, 13-2, 13-3, 13-4, 13-5, 13-6
	Scott Foresman enVision Topic 14, 14-2, 14-6, 14-7
	Envision OK Supplement 29, 37, 39

Weeks	25-30	OAS 2020
3.GM.1.1	Sort three-dimensional shapes based on attributes.	
3.GM.1.2	Build a three-dimensional figure using unit cubes when picture/shape is shown.	
3.GM.1.3	Classify angles as acute, right, obtuse, and straight.	
3.GM.2.1	Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.	
3.GM.2.2	Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.	
3.GM.2.8	Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.	
3.D.1.1	Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.	
3.D.1.2	Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.	
3.A.2.1	Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.	
3.N.2.8	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.	
3.GM.2.7	Count cubes systematically to identify number of cubes needed to pack the whole or half of a three-dimensional structure.	
3.A.1.3	Explore and develop visual representations of growing geometric patterns and construct the next steps.	
Academic Vocabulary	bar graph, key, interval, scale, picture graph, ordered pair, coordinates, data, survey, line plot, area, perimeter, square units, input, output, faces, edges, vertices, lines, rays, angles, obtuse, acute, right, parallel, intersecting, perpendicular	
Resources	Scott Foresman enVision Topic 6, 6-3, 6-4, Scott Foresman enVision Topic 7, 7-1,7-2, 7-3, 7-4 Scott Foresman enVision 15, 15-1, 15-2, Scott Foresman enVision 16, 16-1, 16-2, 16-3, 16-5,16-6, Envision OK Supplement OK 17, 21, 47, 49, 51, 53, 55	

Weeks 31-36 OAS 2020

Preparation for 4th grade Preparation for 4th grade, Problem Based Learning, Place Value Relationships, Multiply by 10, 100, 1000, Multiply by multiples of 10, Use models to multiply 2 digit numbers by multiples of 10, Interpret remainders, Model addition of fractions, Decompose fractions, Lines, Rays and Angles, Understand angles and unit angles, Lines,

Academic Vocabulary

remainder, compose, decompose, mixed number

Resources

Envision 17, Step Up to 4th Grade