

First Nine Weeks					
Grade: 3		Subject: Math CIP Pacing Guide		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
15 days	<p><b>Number and Number Sense</b></p> <ul style="list-style-type: none"> <li>Read and write six-digit numerals and identify the place value and value of each digit <b>(3.1a) (Benchmark)</b></li> <li>Round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand <b>(3.1b) (Benchmark)</b></li> <li>Compare two whole numbers between 0 and 9,999, using symbols (&gt;, &lt;, or =) and words (<i>greater than, less than, or equal to</i>). <b>(3.1c) (Benchmark)</b></li> </ul>	<p>Investigate and identify the place and value for each digit in a six-digit numeral, using Base-10 manipulatives (e.g., Base-10 blocks).</p> <ul style="list-style-type: none"> <li>Use the patterns in the place value system to read and write numbers.</li> <li>Read six-digit numerals orally.</li> <li>Write six-digit numerals that are stated verbally or written in words.</li> <li>Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand.</li> <li>Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand.</li> <li>Determine which of two whole numbers between 0 and 9,999 is greater.</li> <li>Determine which of two whole numbers between 0 and 9,999 is less.</li> <li>Compare two whole numbers between 0 and 9,999, using the symbols &gt;, &lt;, or =.</li> <li>Use the terms <i>greater than, less</i></li> </ul>	Basal Text – Scott Foresman – Addison Wesley Chapter 1	<p>greater less equal compare symbols value digit numeral round whole number nearest sum addend difference regrouping pattern representatio n standard form expanded form set number sense</p>	<p>Read-L1 Write-L3 Round-L3 Compare-L4 Investigate-L4 Identify-L2 Use-L3 Stated-L1 Solve-L3 Determine-L3</p>

		<p>than, and <i>equal to</i> when comparing two whole numbers.</p>			
2 days	<p><b><u>Number and Number Sense</u></b></p> <ul style="list-style-type: none"> <li>Recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will <b>use</b> these relationships to solve problems. <b>(3.2) (Benchmark)</b></li> </ul>	<p><b>Use</b> the inverse relationships between addition/subtraction and multiplication/division to <b>solve</b> related basic fact sentences. For example,  <math>+ 3 = 8</math> and <math>8 - 3 = \underline{\quad}</math>;  <math>4 \times 3 = 12</math> and <math>12 \div 4 = \underline{\quad}</math>.</p> <ul style="list-style-type: none"> <li><b>Write</b> three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given  <math>3 \times 2 = 6</math>, <b>solve</b> the related facts <math>\underline{\quad} \times 3 =</math>  <math>6</math>,  <math>6 \div 3 = \underline{\quad}</math>, and <math>6 \div \underline{\quad} = 3</math>.</li> </ul>	<p>Basal Text – Scott Foresman – Addison Wesley</p> <p>National Library of Virtual Manipulatives  <a href="http://wwwlmatti.usu.edu">http://wwwlmatti.usu.edu</a></p> <p>Virginia Daily Practice and SOL Test Prep Workbook</p>	related inverse fact family	Recognize-L1 Use-L3 Solve-L3 Write-L3
20 days	<p><b><u>Computation and Estimation</u></b></p> <ul style="list-style-type: none"> <li><b>Estimate solutions</b> to and <b>solve single-step</b> and multistep <b>problems</b> involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping <b>(3.4) (Benchmark)</b></li> </ul>	<p><b>Determine</b> whether an estimate or an exact answer is an appropriate solution for practical addition and subtraction problems situations involving single-step and multistep problems.</p> <ul style="list-style-type: none"> <li><b>Determine</b> whether to add or subtract in practical problem situations.</li> <li><b>Estimate</b> the sum or difference of two whole numbers, each 9,999 or less when an exact answer is not required.</li> <li><b>Add</b> or <b>subtract</b> two whole numbers, each 9,999 or less.</li> </ul>	<p>Go Solve</p> <p>National Library of Virtual Manipulatives, Base Block Addition and Subtraction</p> <p><a href="http://www.abcya.com/kids_match_addition_game.htm">http://www.abcya.com/kids_match_addition_game.htm</a></p>	Add Subtract Sum Difference Estimate Calculate Solve Regroup	Estimate-L2 Solve-L3 Determine-L3 Add-L3 Subtract-L3

		<ul style="list-style-type: none"> <li>• <b>Solve</b> practical problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.</li> <li>• <b>Solve</b> single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.</li> </ul>			
<b>5 days</b> <b>Introduce</b>	<p><b>Measurement</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Tell time</b> to the nearest minute, using analog and digital clocks <b>(3.11a)</b></li> </ul> <p><b>Determine</b> elapsed time in one-hour increments over a 12- hour period <b>(3.11b)</b></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours <b>(3.12)</b></li> </ul>	<p>When given the beginning time and ending time, <b>determine</b> the elapsed time in one- hour increments within a 12-hour period (times do not cross between a.m. and p.m.).</p> <ul style="list-style-type: none"> <li>• <b>Solve</b> practical problems in relation to time that has elapsed.</li> </ul>	<a href="http://www.rockingham.k12.va.us/resources/elementary/files/3timematch.notebook">http://www.rockingham.k12.va.us/resources/elementary/files/3timematch.notebook</a>	Time Minute Hour Analog Digital Hand	Determine-L3 Solve-L3

Second Nine Weeks					
Grade: 3		Subject: Math		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
25 days	<p><b>Computation and Estimation</b></p> <ul style="list-style-type: none"> <li>Recall multiplication facts through the twelves tables, and corresponding division facts. (3.5) (Benchmark)</li> <li>Represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers one factor 99 or less and the second factor 5 or less (3.6) (Benchmark)</li> </ul>	<p>Recall and state the multiplication and division facts through the twelves table.</p> <ul style="list-style-type: none"> <li>Recall and write the multiplication and division facts through the twelves table.</li> <li>Model multiplication and division, using area and set models.</li> <li>Solve multiplication problems, using the standard multiplication algorithm, where one factor is 99 or less and the second factor is 5 or less.</li> <li>Create and solve word problems involving multiplication, where one factor is 99 or less and the second factor is 5 or less.</li> </ul>	<p><a href="http://www.rockingham.k12.va.us/resources/elementary/files/Multiplicationintro.notebook">http://www.rockingham.k12.va.us/resources/elementary/files/Multiplicationintro.notebook</a></p>	<p>Factor Product Array Set Model</p>	<p>Recall-L1 Represent-L2 State-L1 Write-L3 Model-L3 Solve-L3 Create-L6</p>
8 days	<p><b>Patterns, Functions, and Algebra</b></p> <ul style="list-style-type: none"> <li>Recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms. (3.19) (Benchmark)</li> </ul>	<p>Recognize repeating and growing numeric and geometric patterns (e.g., skip counting, addition tables, and multiplication tables).</p> <ul style="list-style-type: none"> <li>Describe repeating and growing numeric and geometric patterns formed using numbers, tables, and/or pictures, using the same or different forms.</li> <li>Extend repeating and growing patterns of numbers or figures using concrete objects, numbers, tables, and/or pictures.</li> </ul>	<p><a href="http://www.ttaconline.org">http://www.ttaconline.org</a></p>	<p>Patterns</p>	<p>Recognize-L1 Describe-L2 Extend-L2 Using-L3</p>
5 days	<p><b>Patterns, Functions, and</b></p>	<p>Investigate the identity property for</p>	<p>National Library of</p>	<p>Identity</p>	<p>Investigate-</p>

	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>Investigate the identity and the commutative properties for multiplication (3.20a) (Benchmark)</li> <li>Identify examples of the identity and commutative properties for multiplication. (3.20b) (Benchmark)</li> </ul>	<p>multiplication and determine that when the number one is multiplied by another number or another number is multiplied by the number one, that number remains unchanged. Examples of the identity property for multiplication are <math>1 \times 3 = 3</math>; <math>6 \times 1 = 6</math>.</p> <ul style="list-style-type: none"> <li>Recognize that the commutative property for multiplication is an order property. Changing the order of the factors does not change the product (<math>2 \times 3 = 3 \times 2</math>).</li> <li>Write number sentences to represent equivalent mathematical relationships (e.g., <math>4 \times 3 = 14 - 2</math>).</li> <li>Identify examples of the identity and commutative properties for multiplication.</li> </ul>	<p>Virtual Manipulatives  <a href="http://www.matti.usu.edu">http://www.matti.usu.edu</a>  <a href="http://www.basic-mathmatics.com">www.basic-mathmatics.com</a>  <a href="http://www.aaamath.com">www.aaamath.com</a>  <a href="http://www.ttaconline.com">www.ttaconline.com</a>  <i>lesson Seesaw balances</i></p>	<p>Commutative Factor Product</p>	<p>L4 Identify-L2 Determine-L3 Recognize-L1 Write-L3 Represent-L2</p>
<p>5 Days Introduce</p>	<p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"> <li>Collect and organize data using observations, measurements, surveys or experiments (3.17a)</li> <li>Construct a line plot, a picture graph, or a bar graph to represent the data (3.17b)</li> </ul> <p>Read and interpret the data represented in line plots, bar graphs, and picture graphs and</p>	<p>Formulate questions to investigate.</p> <ul style="list-style-type: none"> <li>Design data investigations to answer formulated questions, limiting the number of categories for data collection to four.</li> <li>Collect data, organize data, and construct a line plot and bar graph</li> <li>Read, interpret and analyze information from line plots by writing at least one statement.</li> </ul>		<p>Tally Data Axis Horizontal Vertical Graph Line Plot Title Label</p>	<p>Collect-L3 Organize-L4 Construct-L6 Represent-L2 Formulate-L6 Design-L6 Answer-L1 Read-L1</p>

	<p>write a sentence analyzing the data. (3.17c)</p>	<ul style="list-style-type: none"> <li>• <b>Label</b> each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.</li> <li>• <b>Read</b> the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes).</li> <li>• <b>Analyze</b> and <b>interpret</b> information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one sentence.</li> <li>• <b>Describe</b> the categories of data and the data as a whole (e.g., data were collected on four ways to cook or prepare eggs — scrambled, fried, hard boiled, and egg salad — eaten by students).</li> <li>• <b>Identify</b> parts of the data that have special characteristics, including categories with the greatest, the least, or the same (e.g., most students prefer scrambled eggs).</li> <li>• <b>Select</b> a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining are incorrect. For example, a bar graph containing data on four ways to cook or prepare eggs — eaten by students show that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other way to cook or</li> </ul>		<p>Interpret-L4 Analyze-L4 Label-L1 Read-L1 Interpret-L4 Analyze-L4 Describe-L2 Identify-L2 Select-L4</p>
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Third Nine Weeks					
Grade: 3		Subject: Math		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
10 Days	<p><b>Number and Number Sense</b></p> <ul style="list-style-type: none"> <li>• <b>Compare</b> fractions having like and unlike denominators, <b>using</b> words and symbols (&gt;, &lt;, or =). <b>(3.3c) (Benchmark)</b></li> <li>• <b>Name</b> and write fractions (including mixed numbers) represented by a model; <b>(3.3a) (Benchmark)</b></li> <li>• <b>Model</b> fractions (including mixed numbers) and write the fractions' names; and <b>(3.3b) (Benchmark)</b></li> </ul>	<p><b>Compare</b> fractions using the terms greater than, less than, or equal to and the symbols (&lt;, &gt;, and =). Comparisons are made between fractions with both like and unlike denominators, <b>using</b> models, concrete materials and pictures.</p> <ul style="list-style-type: none"> <li>• <b>Name</b> and write fractions (including mixed numbers) represented by a model to include halves, thirds, fourths, eighths, tenths, and twelfths.</li> <li>• <b>Use</b> concrete materials and pictures to model at least halves, thirds, fourths, eighths, tenths, and twelfths</li> </ul>	<p><a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a></p>	<p>Fraction Mixed number Numerator denominator</p>	<p>Name-L1 Write-L3 Model-L3 Represented - L2 Use-L3</p>
5 Days	<p><b>Computation and Estimation</b></p> <ul style="list-style-type: none"> <li>• <b>Add</b> and subtract proper fractions having like denominators of 12 or less. <b>(3.7) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> a fractional part of a whole, <ul style="list-style-type: none"> <li>• <b>Using</b> region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings); set models (e.g., chips, counters, cubes, drawings); and length/measurement models (e.g., nonstandard units such as rods, connecting cubes, and drawings).</li> </ul> </li> <li>• <b>Name</b> and write fractions and</li> </ul>	<p>brainpopjr</p>	<p>Fraction Mixed number Numerator Denominator Whole Part</p>	<p>Add-L3 Subtract-L3 Demonstrate-L3 Using-L3 Name-L1 Write-L3 Represent-L2</p>

		<p>mixed numbers represented by drawings or concrete materials.</p> <ul style="list-style-type: none"> <li>• <b>Represent</b> a given fraction or mixed number, <ul style="list-style-type: none"> <li>• <b>using</b> concrete materials, pictures, and symbols. For example, write the symbol for one-fourth and represent it with concrete materials and/or pictures.</li> </ul> </li> <li>• <b>Add</b> and subtract with proper fractions having like denominators of 12 or less, using concrete materials and pictorial models <b>representing</b> area/regions (circles, squares, and rectangles), length/measurements (fraction bars and strips), and sets (counters).</li> </ul>			
<b>10 days</b>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Determine, by counting, the value of a collection of bills and coins whose total value is \$5.00 or less, <b>compare</b> the value of the bills and coins, and <b>make</b> change. <b>(3.8) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Count</b> the value of collections of coins and bills up to \$5.00.</li> <li>• <b>Compare</b> the values of two sets of coins or bills, up to \$5.00, using the terms <i>greater than</i>, <i>less than</i>, and <i>equal to</i>.</li> <li>• <b>Make</b> change from \$5.00 or less.</li> </ul>	<p>Basal Text – Scott Foresman – Addison Wesley Play money</p>	<p>Make Change Count Value More Less Compare Sets Collection Greater than Less than Equal to Coins Bills Purchase Dollar sign</p>	<p>Determine- L3 Compare- L4 Make-L3 Count-L1</p>

<p>5 days</p>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• <b>Identify, describe, compare,</b> and <b>contrast</b> characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by <b>identifying relevant</b> characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, <b>using</b> concrete models. (3.14) <b>(Benchmark)</b></li> </ul>	<p><b>Identify</b> models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by name.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and describe plane geometric figures by counting the number of sides and angles.</li> <li>• <b>Identify</b> and describe solid geometric figures by counting the number of angles, vertices, edges, and by the number and shape of faces.</li> <li>• <b>Compare and contrast</b> characteristics of plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism), by counting the number of sides, angles, vertices, edges, and the number and shape of faces.</li> <li>• <b>Compare and contrast</b> characteristics of solid geometric figures (i.e., cube, rectangular prism, square pyramid, sphere, cylinder, and cone) to similar objects in everyday life (e.g., a party hat is like a cone).</li> <li>• <b>Identify</b> characteristics of solid geometric figures (cylinder, cone, cube, square pyramid, and rectangular prism).</li> </ul>	<p><a href="http://www.ttaconline.com">www.ttaconline.com</a>  <i>Lessons: All Cracked UP Building Polyhedra What's My Shape? Touch Me</i>  National Library of Virtual Manipulatives <a href="http://www.matti.usu.edu">http://www.matti.usu.edu</a>  <a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a></p>	<p>Plane Angle figures  solid figure  square corner geometric figure  rectangular solid edges</p>	<p>Identify-L2  Describe-L2  Compare-L4  Contrast-L4  Using-L3  Counting-L1</p>
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5 days	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Identify and draw representations of points, line segments, rays, angles, and lines. (3.15) (Benchmark)</li> </ul>	<p>Identify examples of points, line segments, rays, angles, and lines.</p> <ul style="list-style-type: none"> <li>Draw representations of points, line segments, rays, angles, and lines, using a ruler or straightedge.</li> </ul>	<p><a href="http://www.brainpop.com">http://www.brainpop.com</a> United Streaming</p>	<p>Line Ray Point Line segment Angles Right angle</p> <p>Identify-L2 Draw-L3</p>	<p>Identify-L2 Draw-L3</p>
2 days	<p><b>Geometry:</b> Identify and describe congruent and non-congruent plane figures. (3.16) (Benchmark)</p>	<p>Identify examples of congruent and non-congruent figures. Verify their congruence by laying one on top of the other using drawings or models.</p> <ul style="list-style-type: none"> <li>Determine and explain why plane figures are congruent or non-congruent, using tracing procedures.</li> </ul>	<p><a href="http://www.brainpop.com">http://www.brainpop.com</a> <a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a> <a href="http://www.aaamath.com">http://www.aaamath.com</a></p>	<p>Congruent Similar</p>	<p>Identify-L2 Describe-L2 Verify-L4 Determine-L3 Explain-L2 Using-L3</p>
5 days	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure the distance around a polygon in order to determine perimeter (3.10a)</li> </ul>	<p>Measure each side of a variety of polygons and add the measures of the sides to determine the perimeter of each polygon.</p>	<p><a href="http://www.brainpop.com">http://www.brainpop.com</a> <a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a> <a href="http://www.aaamath.com">http://www.aaamath.com</a></p>	<p>Polygon Perimeter Area Square units</p>	<p>Measure-L5 Determine-L3 Add-L3</p>
	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Estimate and use U.S. Customary and metric units to measure area and perimeter. (3.9d)</li> </ul>	<p>Estimate and use U.S. Customary and metric units to measure area and perimeter.</p>	<p><a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a> <a href="http://www.brainpop.com">http://www.brainpop.com</a></p>	<p>Perimeter Area Length Width Estimation</p>	<p>Estimate-L2 Use-L3 Measure-L5</p>
	<p><b>Geometry:</b> Count the number of square units needed to cover a given surface in order to determine area. (3.10b)</p>	<p>Determine the area of a given surface by estimating and then counting the number of square units needed to cover the surface.</p>			<p>Count-L1 Determine-L3 Estimating-L5</p>

## Fourth Nine Weeks

(Skills that were not tested in the fourth nine weeks—you may teach them in conjunction with other skills in other nine weeks.)

Grade: 3		Subject: Math		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
7 days	<p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"> <li>Investigate and describe the concept of probability as chance and list possible results of a given situation (3.18)</li> </ul>	<p><b>Define</b> probability as the chance that an event will happen.</p> <ul style="list-style-type: none"> <li><b>List</b> all possible outcomes for a given situation (e.g., heads and tails are the two possible outcomes of flipping a coin).</li> <li><b>Identify</b> the degree of likelihood of an outcome occurring using terms such as <i>impossible</i>, <i>unlikely</i>, <i>as likely as</i>, <i>equally likely</i>, <i>likely</i>, and <i>certain</i>.</li> </ul>	<p><a href="http://jmathpage.com/JIMS">http://jmathpage.com/JIMS</a> Probabilitypage.html</p> <p><a href="http://smarttech.com/us/Resources/SMART+Exchange">http://smarttech.com/us/Resources/SMART+Exchange</a></p>	<p>Chance Likely Impossible Certain Equally likely Unlikely multiple</p>	<p>Investigate-L4 Describe-L2 Define-L1 List-L1 Identify-L2</p>
7 days	<p><b>Measurement</b></p> <p>The student will <b>estimate</b> and <b>use</b> U.S. Customary and metric units to measure</p> <ul style="list-style-type: none"> <li>Length to the nearest <math>\frac{1}{2}</math> inch, inch, foot, yard, centimeter, and meter; (3.9a)</li> <li>Liquid volume in cups, pints, quarts, gallons, and liters; (3.9b)</li> <li>Weight/mass in ounces, pounds, grams, and kilograms; (3.9c)</li> </ul>	<p><b>Estimate</b> and use U.S. Customary and metric units to measure lengths of objects to the nearest <math>\frac{1}{2}</math> of an inch, inch, foot, yard, centimeter, and meter.</p> <ul style="list-style-type: none"> <li><b>Determine</b> the actual measure of length <b>using</b> U.S. Customary and metric units to measure objects to the nearest <math>\frac{1}{2}</math> of an inch, foot, yard, centimeter, and meter.</li> <li><b>Estimate</b> and <b>use</b> U.S. Customary and metric units to measure liquid volume to the nearest cup, pint,</li> </ul>	<p><a href="http://www.brainpop.com">http://www.brainpop.com</a> <a href="http://www.aaamath.com">http://www.aaamath.com</a></p>	<p>Metric Inch Foot Volume Weight Mass Pounds Grams Gallon Capacity Ounces Yard Quart Cup Pint Kilograms</p>	<p>Estimate-L2 Use-L3 Measure-L5 Determine-L3</p>

		<p>quart, gallon, and liter.</p> <ul style="list-style-type: none"> <li>Determine the actual measure of liquid volume using U.S. Customary and metric units to measure to the nearest cup, pint, quart, gallon, and liter.</li> <li><b>Estimate</b> and use U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.</li> <li><b>Determine</b> the actual measure of weight/mass using U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.</li> </ul>			
3 days	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li><b>Read</b> temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used. (3.13)</li> </ul>	<p><b>Read</b> temperature to the nearest degree from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.</p>	<p><a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a> <a href="http://www.aaamath.com">http://www.aaamath.com</a></p>	Celsius Fahrenheit Thermometer	Read-L1
2 days	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure the distance around a polygon in order to <b>determine</b> perimeter (3.10a)</li> </ul>	<p>Measure each side of a variety of polygons and add the measures of the sides to <b>determine</b> the perimeter of each polygon.</p>	<p><a href="http://www.brainpop.com">http://www.brainpop.com</a> <a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a> <a href="http://www.aaamath.com">http://www.aaamath.com</a></p>	Polygon Perimeter Area Square units	Measure-L5 Determine-L3 Add-L3
2 days	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li><b>Estimate</b> and <b>use</b> U.S. Customary and metric units to measure area and perimeter. (3.9d)</li> </ul>	<p><b>Estimate</b> and use U.S. Customary and metric units to measure area and perimeter.</p>	<p><a href="http://www.brainpopjr.com">http://www.brainpopjr.com</a> <a href="http://www.brainpop.com">http://www.brainpop.com</a></p>	Perimeter Area Length Width Estimation	Estimate-L2 Use-L3 Measure-L5
2 days	<p><b>Geometry:</b> <b>Count</b> the number of square units needed to cover a given surface in order to <b>determine</b> area. (3.10b)</p>	<p><b>Determine</b> the area of a given surface by estimating and then <b>counting</b> the number of square units needed to cover the surface.</p>			Count-L1 Determine-L3 Estimating-L5

2 days	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li><b>Tell time</b> to the nearest minute, using analog and digital clocks (3.11a)</li> </ul>	<p><b>Tell time</b> to the nearest minute, using analog and digital clocks.</p> <ul style="list-style-type: none"> <li><b>Match</b> the times shown on analog and digital clocks to written times and to each other.</li> </ul>	<p><a href="http://www.rockingham.k12.va.us/resources/elementary/files/tellingtime15minutes.notebook">http://www.rockingham.k12.va.us/resources/elementary/files/tellingtime15minutes.notebook</a></p>	<p>Time Minute Hour Analog Digital Hand</p>	<p>Tell time-L3 Match-L1</p>
2 days	<p><b>Measurement</b></p> <p><b>Determine</b> elapsed time in one-hour increments over a 12- hour period (3.11b)</p>	<p>When given the beginning time and ending time, <b>determine</b> the elapsed time in one- hour increments within a 12-hour period (times do not cross between a.m. and p.m.).</p> <ul style="list-style-type: none"> <li><b>Solve</b> practical problems in relation to time that has elapsed.</li> </ul>	<p><a href="http://www.rockingham.k12.va.us/resources/elementary/files/3timematch.notebook">http://www.rockingham.k12.va.us/resources/elementary/files/3timematch.notebook</a></p>		<p>Determine-L3 Solve-L3</p>
2 days	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li><b>Identify</b> equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours (3.12)</li> </ul>	<p><b>Identify</b> equivalent relationships observed in a calendar, including the number of days in a given month, the number of days in a week, the number of days in a year, and the number of months in a year.</p> <ul style="list-style-type: none"> <li><b>Identify</b> the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p><a href="http://www.rockingham.k12.va.us/resources/elementary/files/Equivalentperiodsoftime.notebook">http://www.rockingham.k12.va.us/resources/elementary/files/Equivalentperiodsoftime.notebook</a></p>	<p>Day Week Month Year Calendar Equivalent Leap year</p>	<p>Identify-L2 Observed-L2</p>
2 days	<p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"> <li><b>Collect</b> and <b>organize</b> data using observations, measurements, surveys or experiments (3.17a)</li> <li><b>Construct</b> a line plot, a picture graph, or a bar graph to <b>represent</b> the data (3.17b)</li> <li><b>Read</b> and <b>interpret</b> the data represented in line plots, bar graphs, and picture graphs and write a sentence</li> </ul>	<ul style="list-style-type: none"> <li><b>Formulate</b> questions to investigate.</li> <li><b>Design</b> data investigations to answer formulated questions, limiting the number of categories for data collection to four.</li> <li><b>Collect</b> data, <b>organize</b> data, and <b>construct</b> a line plot and bar graph</li> <li><b>Read</b>, <b>interpret</b> and <b>analyze</b> information from line plots by writing at least one statement.</li> <li><b>Label</b> each axis on a bar graph and</li> </ul>		<p>Tally Data Axis Horizontal Vertical Graph Line Plot Title Label</p>	<p>Collect-L3 Organize-L4 Construct-L6 Represent-L2 Formulate-L6 Design-L6 Answer-L1 Read-L1 Interpret-L4</p>

	<p>analyzing the data. (3.17c)</p>	<p>give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.</p> <p><b>Read</b> the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes).</p> <ul style="list-style-type: none"> <li>• <b>Analyze</b> and <b>interpret</b> information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one sentence.</li> <li>• <b>Describe</b> the categories of data and the data as a whole (e.g., data were collected on four ways to cook or prepare eggs — scrambled, fried, hard boiled, and egg salad — eaten by students).</li> <li>• <b>Identify</b> parts of the data that have special characteristics, including categories with the greatest, the least, or the same (e.g., most students prefer scrambled eggs).</li> <li>• <b>Select</b> a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining are incorrect. For example, a bar graph containing data on four ways to cook or prepare eggs — eaten by students show that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other way to cook or Prepare eggs.</li> </ul>		<p>Analyze-L4 Label-L1 Read-L1 Interpret-L4 Analyze-L4 Describe-L2 Identify-L2 Select-L4</p>
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## Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – Pink
2. Level 2 (L2) – Understanding – Blue
3. Level 3 (L3) – Applying – Green
4. Level 4 (L4) – Analyzing – Yellow
5. Level 5 (L5) – Evaluating – Gray
6. Level 6 (L6) – Creating - Red