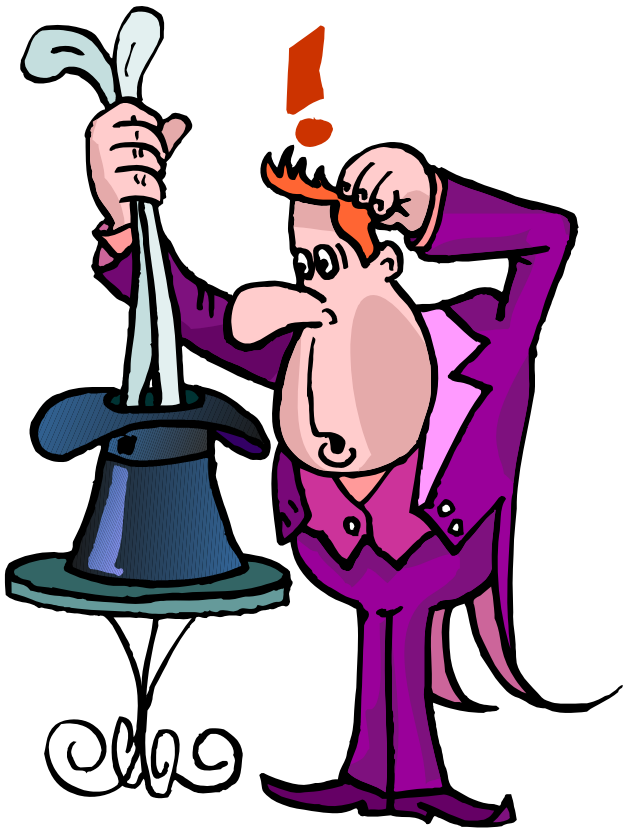
What are Magic Words?

Magic Words help math students explain WHY they solve problems in a certain way.

Use these Magic Words when you want to explain your mathematics work:

- To find…
- To get…
- To see…
- To figure out…
- To show…
- To prove…
- Because…
- Since…
- Therefore…



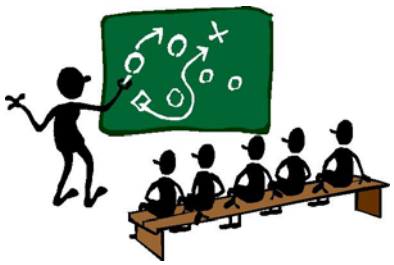
Tips for Solving Word Problems

1. **Show** all your work on the work side.
2. **Number** each step of your work.
3. **Label** the answer of each step.
4. **Write** an explanation for each step of your work.
5. **Number** each explanation step.
6. **Tell** what you did without using any numbers.
7. **Use** *Magic Words* in each explanation.
8. **Write** your final answer, with labels.

WORK	EXPLANATION
1.	1.

Final Answer: _____

Problem Solving Strategies



- ☑ Act It Out
- ☑ Use Objects
- ☑ Choose an Operation
- ☑ Guess and Check
- ☑ Look for a Pattern
- ☑ Use Logical Reasoning
- ☑ Draw a Picture
- ☑ Make a Table
- ☑ Make an Organized List
- ☑ Work Backwards
- ☑ Solve a Simpler Problem
- ☑ Write an Equation

Mathematics
Materials List
2009
Grade 3

Pearson enVision, 2009

Student Edition
Premium Digital System Upgrade (Student Edition users - 6 year license)
Teacher's Resource Package

- Overview and Implementation Guide
- Teacher Resource Masters 1-20
- Teaching Tool Masters Topics 1-20
- Teacher's Editions (Topics 1-20)
- Topic 1 - Numeration
- Topic 2 - Adding Whole Numbers
- Topic 3 - Subtraction Number Sense
- Topic 4 – Subtracting Numbers to Solve Problems
- Topic 5 - Multiplication Meanings and Facts
- Topic 6 - Multiplication Fact Strategies
- Topic 7 - Division Meanings
- Topic 8 - Division Facts
- Topic 9 – Patterns and Relationships
- Topic 10 - Solids and Shapes
- Topic 11 – Congruence and Symmetry
- Topic 12 - Understanding Fractions
- Topic 13 – Decimals and Money
- Topic 14 - Customary Measurement
- Topic 15 - Metric Measurement
- Topic 16 – Perimeter, Area, and Volume
- Topic 17 - Time and Temperature
- Topic 18 - Multiplying Greater Numbers
- Topic 19- Dividing by 1-Digit Numbers
- Topic 20 - Data, Graphs, and Probability

Teacher Access Pack Premium Digital System
Diagnosis and Intervention System
PSSA Math Test Prep with Teacher's Guide
Guided Problem Solving Math Library
Visual Learning Bridge Transparencies

Investigations

Curriculum Units Package
Resource Package:
- Transparencies/blackline
- Overhead color tiles
- Overhead pattern blocks
- 2 sets fraction dice
- 32 rulers
- 16 array cards, building straws
- 16 decks of no. cards
- 1 pad hundreds chart
- Family letters
- Pad 1" graph paper
- Pad 3/4" graph paper
- Pad 1cm graph paper

Assessment Sourcebook
Student Materials Kit:
- 3 rolls of adding mach.tape
- 12 no. cubes
- 1760 coins
- 1,600 square color tiles
- 5 sets geometric solids
- 10 cm rulers
- 100 1 cm cubes
- 400 square color tiles
- 100 colored cubes
- 4 pan balances
- 5 sets wooden blocks
- 1500 snap cubes

MATH TEXT ALIGNMENT TO ASSESSMENT ANCHORS – GRADE 3

Lesson	Addressed in Pacing Guide	Taught √	Assessment Anchor	Lesson Title
Topic 1: Numeration				
1-1			M3.A.1.1.1, M.3.A.21.1.5	Hundreds
1-2			M3.A.1.1.1	Thousands
1-3			M4.A.1.1.4	Greater Numbers
1-4			M3.A.1.1.1, M3.A.1.1.5	Ways to Name Numbers
1-5			M3.A.1.1.3	Comparing Numbers
1-6			M3.A.1.1.4	Ordering Numbers
1-7			M3.A.1.3.1, M3.A.1.3.2	Counting Money
1-8			M3.A.1.3.3	Making Change
1-9			M3.A.1	Problem Solving: Make an Organized List
Topic 2: Adding Whole Numbers				
2-1			M3.A.2.1	Addition Meaning and Properties
2-2			M3.A.3.1.1	Adding On a Hundred Chart
2-3			M3.A.3.1.1	Using Mental Math to Add
2-4			M3.A.3.2.1	Rounding
2-5			M3.A.3.2.1, M3.A.3.1.1	Estimating Sums
2-6			M3.A.3.1.1	Adding 2-Digit Numbers
2-7			M3.A.3.1.3	Models for Adding 3-Digit Numbers
2-8			M3.A.3.1.3, M3.A.3.2.1	Adding 3-Digit Numbers
2-9			M3.A.3.1.1	Adding 3 or More Numbers
2-10			M3.D.2.1.2	Problem Solving: Draw a Picture
Topic 3: Subtraction Number Sense				
3-1			M3.A.2.1, M3.A.3.1, M3.D.2.1	Subtraction Meanings
3-2			M3.A.3.1.1	Subtracting on a Hundred Chart
3-3			M3.A.3.1.1	Using Mental Math to Subtract
3-4			M3.A.3.2.1	Estimating Differences
3-5			M3.A.3.1	Problem Solving: Reasonableness

MATH TEXT ALIGNMENT TO ASSESSMENT ANCHORS – GRADE 3

Lesson	Addressed in Pacing Guide	Taught √	Assessment Anchor	Lesson Title
Topic 4: Subtracting Numbers to Solve Problems				
4-1			M3.A.3.1.1	Models for Subtracting 2-Digit Numbers
4-2			M3.A.3.1.1	Subtracting 2-Digit Numbers
4-3			M3.A.3.1.3	Models for Subtracting 3-Digit Numbers
4-4			M3.A.3.1.3	Subtracting 3-Digit Numbers
4-5			M3.A.3.1.1	Subtracting Across 0
4-6			M3.A.3.1, M3.D.2.1.2	Problem Solving: Draw a Picture and Write a Number Sentence
Topic 5: Multiplication Meanings and Facts				
5-1			M3.A.2.1.1, M3.A.3.1.2	Multiplication as Repeated Addition
5-2			M3.A.2.1, M3.A.3.1.2	Arrays and Multiplication
5-3			M3.A.2.1, M3.A.3.1.2	Using Multiplication to Compare
5-4			M3.A.2.1, M3.A.3.1.2	Writing Multiplication Stories
5-5			M3.D.2	Problem Solving: Writing to Explain
5-6			M3.A.3.1.2, M3.D.1.1.1	2 and 5 as Factors
5-7			M3.A.3.1, M3.D.1.1.1	10 as a Factor
5-8			M3.A.3.1.2, M3.D.1.1.1	9 as a Factor
5-9			M3.A.3.1.2, M3.D.1.1.1	Multiplying with 0 and 1
5-10			M3.A.2.1.3, M3.A.3.1	Problem Solving: Two-Question Problems
Topic 6: Multiplication Fact Strategies				
6-1			4.1.3 B.2	3 as a Factor
6-2			4.1.3 B.2	4 as a Factor
6-3			4.1.3 B.2	6 and 7 as Factors
6-4			4.1.3 B.2	8 as a Factor
6-5			4.1.3 B.2	11 and 12 as Factors
6-6			4.3.3 D.1, 4.1.3 B.2	Multiplying with 3 Factors
6-7			4.5 A.3, 4.1.3 B.2, 4.1.3 B.4, 4.1	Problem Solving: Multiple Step Problems

MATH TEXT ALIGNMENT TO ASSESSMENT ANCHORS – GRADE 3

Lesson	Addressed in Pacing Guide	Taught √	Assessment Anchor	Lesson Title
Topic 7: Division Meanings				
7-1			M3.A.2.1	Division as Sharing
7-2			M3.A.2.1	Understanding Remainders
7-3			M3.A.2.1	Division as Repeated Subtraction
7-4			M3.D.2.1.1	Writing Division Stories
7-5			M3.D.2.1	Problem Solving: Use Objects and Draw a Picture
Topic 8: Division Facts				
8-1			M3.A.2.1	Relating Multiplication and Division
8-2			M3.A.2.1	Fact Families with 2, 3, 4, and 5
8-3			M3.A.2.1	Fact Families with 6 and 7
8-4			M3.A.2.1	Fact Families with 8 and 9
8-5			M3.A.2.1	Dividing with 0 and 1
8-6			M3.D.2.1, M3.A.2.1.3	Problem Solving: Draw a Picture and Write a Number Sentence
Topic 9: Patterns and Relationships				
9-1			M3.D.1.1.1	Repeating Patterns
9-2			M3.D.1.1.1	Number Sequences
9-3			M3.D.1.1.1	Extending Tables
9-4			M3.D.1.1.2	Writing Rules for Situations
9-5			M3.D.2.1	Translating Words to Expressions
9-6			M3.D.1.1.1	Geometric Patterns
9-7			M3.D.2.2.2	Equal or Unequal
9-8			M3.D.2	Problem Solving: Act It Out and Use Reasoning
Topic 10: Solids and Shapes				
10-1			M3.C.1.1.2	Solid Figures
10-2			M3.C.1	Relating Solids and Shapes
10-3			M4.C.1.2.1	Lines and Line Segments
10-4			M4.C.1.2	Angles
10-5			M3.C.1.1.1	Polygons
10-6			M3.C.1.1.1	Triangles
10-7			M3.C.1.1.1	Quadrilaterals
10-8			M3.D.1	Problem Solving: Make and Test Generalizations
Topic 11: Congruence and Symmetry				
11-1			M3.C.2.1	Congruent Figures and Motion
11-2			M3.C.2.1.2, M3.C.2.1.1	Line Symmetry
11-3			M3.C.2.1.2, M3.C.2.1.1	Drawing Shapes with Lines
11-4			M3.C.1	Problem Solving: Use Objects

MATH TEXT ALIGNMENT TO ASSESSMENT ANCHORS – GRADE 3

Lesson	Addressed in Pacing Guide	Taught √	Assessment Anchor	Lesson Title
Topic 12: Understanding Fractions				
12-1			M3.A.1.2.2	Dividing Regions into Equal Parts
12-2			M3.A.1.2.1	Fractions and Regions
12-3			M3.A.1.2.1, M3.A.1.2.2	Fractions and Sets
12-4			M3.A.1	Benchmark Fractions
12-5			M3.A.1	Finding Equivalent Fractions
12-6			M5.A.1.3.3	Using Models to Compare Fractions
12-7			M4.A.1.2.1	Fractions on the Number Line
12-8			M4.A.1.2.1	Using Models to Add Fractions
12-9			M4.A.3.2.2	Using Models to Subtract Fractions
12-10			M3.D.1.1.1, M3.D.1.1.2	Problem Solving: Make a Table and Look for a Pattern
Topic 13: Decimals and Money				
13-1			M4.A.1.1.1	Fractions and Decimals
13-2			M3.A.1	Using Money to Understand Decimals
13-3			M4.A.2.1.2	Adding and Subtracting with Money
13-4			M3.A.1.2.2	Problem Solving: Draw a Picture and Write a Number Sentence
13-5			M3.A.3.1	Problem Solving: Missing or Extra Information
Topic 14: Customary Measurement				
14-1			M3.B.2.1.1	Understanding Measurement
14-2			M3.B.2.1.1	Fractions of an Inch
14-3			M3.B.2, M3.B.1.2.1	Using Inches, Feet, Yards, and Miles
14-4			M3.B.1.2.1	Customary Units of Capacity
14-5			M3.B.1.2.1	Units of Weight
14-6			M3.B.2	Problem Solving: Act It Out and Use Reasoning
Topic 15: Metric Measurement				
15-1			M3.B.2.2, M3.B.2.1	Using Centimeters and Decimeters
15-2			M3.B.2, M3.B.1.2.1	Using Meters and Kilometers
15-3			M3.B.1.2.1	Metric Units of Capacity
15-4			M3.B.1.2.1	Units of Mass
15-5			M3.D.1.1.2, M3.D.2	Problem Solving: Make a Table/Look for a Pattern
Topic 16: Perimeter, Area, and Volume				
16-1			M5.B.2.2.1	Understanding Perimeter
16-2			M5.B.2.2.1	Perimeter of Common Shapes
16-3			M5.B.2.2	Different Shapes with the Same Perimeter
16-4			M3.D.2.1, M3.D.2.2	Problem Solving: Try, Check, and Revise

MATH TEXT ALIGNMENT TO ASSESSMENT ANCHORS – GRADE 3

Lesson	Addressed in Pacing Guide	Taught √	Assessment Anchor	Lesson Title
16-5			M5.B.2.2.2	Understanding Area
16-6			M5.B.1.3.2	Estimating and Measuring Area
16-7			M3.B.1.2	Volume
16-8			M5.B.2.2	Problem Solving: Solve a Simpler Problem
Topic 17: Time and Temperature				
17-1			M3.B.1.1.1	Time to the Half Hour and Quarter Hour
17-2			M3.B.1.1.1	Time to the Minute
17-3			M3.B.1	Units of Time
17-4			M3.B.1.1.2	Elapsed Time
17-5			M3.B.2	Temperature
17-6			M3.B.1.1.2, M3.B.2	Problem Solving: Work Backward
Topic 18: Multiplying Greater Numbers				
18-1			M3.A.3.1, M3.D.1.1	Using Mental Math to Multiply
18-2			M3.A.3.2, M3.A.3.1	Estimating Products
18-3			M3.A.3.1	Multiplication and Arrays
18-4			M3.A.3.1	Breaking Apart to Multiply
18-5			M3.A.3.1	Using an Expanded Algorithm
18-6			M3.A.3.1	Multiplying 2 and 3-Digit Numbers
18-7			M3.D.2.1.2, M3.A.3.1	Problem Solving: Draw a Picture and Write a Number Sentence
Topic 19: Dividing by 1-Digit Numbers				
19-1			M3.D.1.1, M3.A.3	Mental Math
19-2			M3.A.3.2	Estimating Quotients
19-3			M3.A.3	Connecting Models and Symbols
19-4			M3.A.3	Dividing 2-Digit Numbers
19-5			M3.A.3	Dividing with Remainders
19-6			M3.D.2.1.2	Problem Solving: Multiple Step Problems
Topic 20: Data, Graphs, and Probability				
20-1			M3.E.1.2	Organizing Data
20-2			M3.E.1.1.1, M3.E.1.1.2	Reading Pictographs and Bar Graphs
20-3			M3.E.1.2.1, M3.E.1.2.2	Making Pictographs
20-4			M3.E.1.2.1, M3.E.1.2.2	Making Bar Graphs
20-5			M4.E.1.1	Ordered Pairs and Line Graphs
20-6			M4.E.3.1	How Likely?
20-7			M5.E.3.1	Outcomes and Experiments
20-8			M4.E.3	Line Plots and Probability
20-9			M3.E.1.1.1, M3.E.1.1.2	Problem Solving: Use Tables and Graphs to Draw Conclusions

MATH TEXT ALIGNMENT TO ASSESSMENT ANCHORS – GRADE 3

Mathematics Assessment Anchor Glossary
Grades 3 & 4

The definitions for this glossary were taken from one or more of the following sources: Webster's Dictionary, various mathematics dictionaries, the PA Mathematics Standards glossary and various textbook glossaries.

Acute angle: An angle with a measure less than 90°.

Addend: Any number that is being added.

Analog time: Time displayed on a timepiece having hour and minute hands.

Area: The measure, in square units, of the inside of a plane figure.

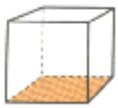
Array: A rectangular arrangement of objects in equal rows or columns.

Combination: A group of items. Placing these items in a different order does not create a new combination.

Cone: A solid figure that has a circular base and one vertex.

Congruent: Having the same size and shape.
- Congruent angles have the same measure.
- Congruent segments have the same length.

Cube: A rectangular solid having six congruent square faces.



Cylinder: A three-dimensional figure with two circular bases, which are parallel and congruent.

Edge: The line segment where two faces of a solid figure meet.

Equation: A statement that two mathematical expressions are equal.

Equivalent: Having the same value.

Expression: A variable, or any combination of numbers, variables, and symbols that represents a mathematical relationship (e.g., 24 x 2 + 5 or 4a – 9).

Face: A plane figure that serves as one side of a solid figure.

Fact family: A set of related addition and subtraction, or multiplication and division equations using the same numbers (e.g., 6+9=15, 15-9=6, 9+6=15, 15-6=9).

Factor: A whole number that divides evenly into another whole number (e.g., 1, 3, 5, and 15 are factors of 15).

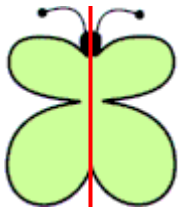
Function: A relation in which every input value has a unique output value.

Hexagon: A polygon with 6 sides.

Inequality: A mathematical sentence that contains a symbol that shows the terms on either side of the symbol are unequal (e.g., 3+4>6).

Line: A straight path extending in both directions with no endpoints.

Line of symmetry: A line that divides a figure into two halves that are mirror images of each other.



Line segment: A part of a line with two endpoints.

Mean (average): The number found by dividing the sum of a set of numbers by the number of addends.

Median: The middle number in an ordered set of data, or the average of the two middle numbers when the set has two middle numbers.

Mode: The number(s) that occurs most often in a set of data.

Multiples: The product of a given whole number and another whole number (e.g., multiples of 4 are 4, 8, 12, 16….).

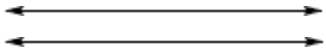
Number sentence: An equation or inequality with numbers.

Obtuse angle: An angle with a measure more than 90º.

Octagon: A polygon with 8 sides.

Ordered pair: A pair of numbers used to locate a point on a coordinate grid. The first number tells how far to move horizontally, and the second number tells how far to move vertically.

Parallel lines: Lines that never intersect and are always the same distance apart.

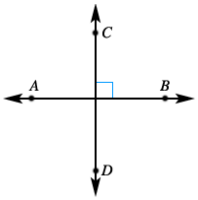


Parallelogram: A quadrilateral whose opposite sides are parallel and congruent.

Pentagon: A polygon with 5 sides.

Perimeter: The distance around a figure.

Perpendicular lines: Two lines, segments or rays that intersect to form right angles.



Pictograph: A graph that uses pictures to show and compare information.

Pyramid: A solid figure with a polygon base and triangular sides that meet at a single point (vertex).

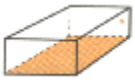

rectangular pyramid


triangular pyramid

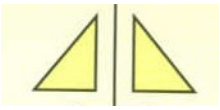
Quadrilateral: A polygon with 4 sides.

Ray: A part of a line that has one endpoint and continues without end in one direction.

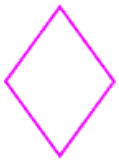
Rectangular prism: A solid figure in which all six faces are rectangles.



Reflection (flip): A transformation that produces the mirror image of a figure.



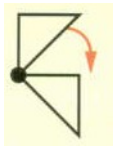
Rhombus: A parallelogram with four equal sides.



Right angle: An angle that measures exactly 90º.

Right triangle: A triangle that has a 90º angle.

Rotation (turn): A movement of a figure that turns that figure around a fixed point.



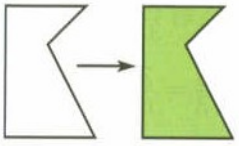
Sphere: A solid figure that has all points the same distance from the center.

Tally chart: A table that uses tally marks to record data.

Favorite School Lunches

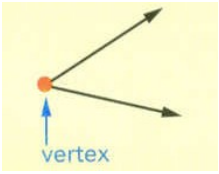
Hamburger	
Pizza	
Salad	
Hotdog	

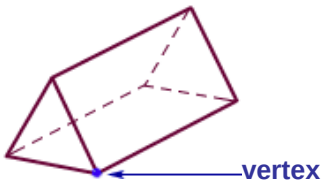
Translation (slide): A movement of a figure to a new position without turning or flipping it.



Trapezoid: A quadrilateral with exactly one pair of parallel sides.

Vertex: A point where lines, rays, sides of a polygon or edges of a polyhedron meet (corner).





Volume (capacity): The amount of space (in cubic units) that a solid figure can hold.

Mathematics and Children's Literature

enVision Worldscapes Literature Ties (by Topic) – Grade 3

includes Guided Problem Solving masters with each book

- Below Zero - Topic 2, 6, 8, 16, 18,
- Fiji Facts and Figures - Topic 1, 4,10, 17, 20
- Keeping Count - Topic 5, 13, 15
- Magic Squares and More - Topic 3,
- Perfect Patterns - Topic 9, 11
- Rainforest Math – Topic 14, 19,
- Surviving the Odds – Topic 7, 12

Websites that have book lists of children's literature in mathematics:

http://www.math.youngzones.org/literature.html
Children's Literature in Mathematics

http://www.luc.edu/schools/education/csimath/zbib.htm
A selected bibliography of available books to teach and reinforce math concepts

http://mathforum.org/t2t/faq/brandenburg.new.html
Guy Brandenburg compiled a list of over 140 math and science-related books, mostly recent, for his geometry students to choose from, read, and do a report on, using recommendations from others and his own reading as well. This page includes the assignment he gave to his students and also the list, organized by topic, with links to Amazon.com.

http://www.cde.ca.gov/ci/scimathlit/
Literature for Science and Mathematics: Kindergarten Through Grade Twelve is a collection of outstanding science- and mathematics-related literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of materials students should be reading at school and outside of class.

Mathematical Poetry

"Finding Time" - JoAnne Growney
"Asparagus X Plus Y [An Arithmetic and Poetic Error]" - Ken Stange
"Pi" - Robert Morgan
"The Icosasphere" - Marianne Moore
"Plane Geometry" - Emma Rounds
"Geometry Class" - JoAnne Growney
"The Starfish" - Robert P. Tristram
"Coffin Arithmetic" - Carl Sandburg
"E = MC2" - Morris Bishop
"Euclid Alone Has Looked on Beauty Bare" - Edna St. Vincent Millay
"Landscape VI from Six Significant Landscapes" - Wallace Stevens
"My Dance is Mathematics" - JoAnne Growney
"Euclid" - Vachel Lindsay
"Geometry" - Rita Dove Pi - Wislawa Szymborska

Mathematics and Children's Literature

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Careers Related to Mathematics

*Banker
*Engineer
*Math Professor
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*Astronaut
*Architect
*Accountants
*Cashier
*Waitress
*Pharmacist
*Weather reporting
*Video game designer
*Environmental forecasting
*Police information systems
*Salary and benefit analyst
*Bank loan officer
*Stock and bond analyst
*Investment analysis
*Portfolio management
*Cash flow analysis
*Cost accounting
*Industrial cost control
*Business consulting
*Time study and methods
*Casualty insurance
*Life insurance agent
*Group insurance agent
*Demographic analysis
*Production planning
*Consumer behavior analysis
*Economic analysis
*Taxation systems
*Tax consultant
*Modeling genetic systems
*Modeling biological systems
*Air traffic control modeling
*Modeling economic systems
*Transportation modeling
*Medical information systems
*Inventory control
*Production control
*Factory scheduling
*Traffic control
*Weapons analysis
*Contract negotiations
*Management consulting
*Corporate planning
*Administration
*Customer service
*Marketing services
*Safety coordinator
*Statistical support
*Forecasting
*Human resources allocation
*Teacher
*Computer aided design
*Telecommunications
*Communications systems
*Computer network design
*Computer system performance
*Computer privacy techniques
*Customer software support
*Data processing
*Research data analysis
*Programmed instruction
*Programmer analyst
*Storage and retrieval systems
*Banking system
*Library systems
*Retail transactions systems
*Energy allocation management development
*Labor resource and allocation
*Employee relations management
*Fault sensing systems
*Population dynamics
*Experimental design
*Agriculture efficiency studies
*Test analysis
*Interpret social data
*Trade analysis
*Product performance analysis
*Conversational computer systems
*Exploration management
*Man-environment analysis
*Urban planning coordinator
*Psychological categorizations
*Psychological scaling
*Student information systems
*Management information systems
*Law-case storage and retrieval
*Inertial navigation systems
*Computerized cartography
*Industrial process control
*Engineering studies
*Pollution studies
*Critical path analysis
*Computer animation
*Chartered accountancy
*Statistical research
*Statistical analysis
*Survey design and analysis
*Public opinion sampling