

Supporting **STAAR** Readiness in **Grade 3**

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<u>Mr. Radar’s Robot Warehouse</u>	Composing & Decomposing Large Whole Numbers Comparison Addition & Subtraction	8
<u>One Week for Frankie the Feeder</u>	One- & Two-Step Addition and Subtraction with Estimation, Rounding, & Multiple Representations	13
<u>SuperMomo’s Burger Bin!</u>	One- & Two-Step Addition & Subtraction	18
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Standard		Page
(3.2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:		
3.2A	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.	8
3.2D	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.	8
(3.3) Number and operations. The student applies mathematical process standards to represent and explain fractional unites. The student is expected to:		
3.3F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.	90
3.3H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	90
(3.4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:		
3.4A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,00 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	8 , 13 , 18
3.4K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial modes, including arrays, area models, and equal groups; properties of operations; and recall of facts.	23 , 38
(3.5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:		
3.5A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.	13 , 18 , 55 , 68
3.5B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	23 , 38 , 68
3.5E	represent real-world relationships using number pairs in a table and verbal descriptions.	112
(3.6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:		
3.6A	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.	93
3.6C	determine the area of rectangles wit whole number side lengths in problems using multiplication related to the number of rows times the number of unit square in each row.	99
(3.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:		
3.7B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.	99
(3.8) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:		
3.8A	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	104

		Standard	Page
SUPPORTING STANDARDS	(3.2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:		
	3.2C	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.	8
	(3.3) Number and operations. The student applies mathematical process standards to represent and explain fractional unites. The student is expected to:		
	3.3A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	83
	3.3B	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.	83
	3.3C	explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one whole that has been partitioned into b equal parts where b is a non-zero whole number.	83
	3.3D	compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$.	83
	(3.4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:		
	3.4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.	13 , 18
	3.4D	determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10.	68
	3.4E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.	23 , 38
	3.4F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	23 , 38
	3.4G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	38 , 55
	3.4H	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.	23 , 38
	3.4J	determine a quotient using the relationship between multiplication and division.	23 , 38
(3.6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:			
3.6B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.	93	
3.6D	decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.	99	

		Standard	Page
SUPPORTING STANDARDS	(3.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:		
	3.7C	determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	55
	3.7E	determine liquid volume (capacity) or weight using appropriate units and tools.	68
	(3.8) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:		
	3.8B	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	104