Mathseeds Lessons and Missouri Learning Standards

KINDERGARTEN

Domain	Strand	Grade Level Expectations	Codes	Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
				Online Lesson, Printable Resources, & Problem Solving Tasks	End–of–lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
NUMBER SENSE	**K.NS.A** Know number names and count sequence.	Count to 100 by ones and tens. Count forward beginning from a given number between 1 and 20. Count backward from a given number between 10 and 1. Read and write numerals and represent a number of objects from 0 to 20.	K.NS.A.1, K.NS.A.2, K.NS.A.3, K.NS.A.4	1, 2, 3, 5, 7, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 25, 28, 31, 33, 41, 43, 45, 46, 48, 50		19	**DT** Early Number 2, 4, 5, 9, 10, 13, 16, 17, 21, 23	**Kindergarten Number** Test 1
	K.NS.B Understand the relationship between numbers and quantities; connect counting to cardinality.	Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. Demonstrate that each successive number name refers to a quantity that is one larger than the previous number. Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns. Demonstrate that a number can be used to represent "how many" are in a set.	K.NS.B.5, K.NS.B.6, K.NS.B.7, K.NS.B.8, K.NS.B.9	1, 2, 3, 5, 7, 10, 11, 12, 14, 16, 17, 20, 25, 28, 31, 41, 43, 45, 46, 50		12, 19, 41, 43	**DT** Early Number 1, 3, 7, 14, 15, 18, 22	**Kindergarten Number** Test 2
	K.NS.C Compare numbers.	Compare two or more sets of objects and identify which set is equal to, more than or less than the other. Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	K.NS.B.10, K.NS.B.11	22, 31, 41, 43, 45, 46, 50		41	**DT** Early Number 6, 9, 19, 20	**Kindergarten Number** Test 3
NUMBER SENSE AND OPERATIONS IN BASE TEN	**K.NBT.A** Work with numbers 11 – 19 to gain foundations for place value.	Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	K.NBT.A.1	41, 43, 45, 46, 50		41, 43	**DT** Early Number 11, 12	**Kindergarten Number** Test 4
RELATIONSHIPS AND ALGEBRAIC THINKING	**K.RA.A** Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.	Represent addition and subtraction within 10.	K.RA.A.1	24, 30, 32, 34, 36, 40, 47, 49		12, 19, 30, 34, 36, 40, 41, 43, 47		**Kindergarten Operations** Tests 1, 2, 4
		Demonstrate fluency for addition and subtraction within 5.	K.RA.A.2	24, 30, 32, 40, 47, 49, 50		12, 30	**DT** Early Operations 1-5, 13, 16, 18, 22, 25 **MM** Addition Sprints **MM** Subtraction Sprints	
		Decompose numbers less than or equal to 10 in more than one way. Make 10 for any number from 1 to 9.	K.RA.A.3, K.RA.A.4	34, 36		30, 34, 36	**DT** Early Operations 6, 7, 9-12, 14, 17, 19, 23, 25 **MM** Addition Sprints **MM** Subtraction Sprints	**Kindergarten Operations** Test 3
GEOMETRY AND MEASUREMENT	**K.GM.A** Reason with shapes and their attributes.	Describe several measureable attributes of objects. Compare the measurable attributes of two objects.	K.GM.A.1, K.GM.A.2	13, 26, 29, 38, 59			**DT** Early Measurement 2, 3, 5–12	**Kindergarten Measurement** Tests 1, 2, 3, 4, 5
	K.GM.B Work with time and money.	Demonstrate an understanding of concepts of time and devices that measure time. Name the days of the week.	K.GM.A.3, K.GM.A.4	39, 42			**DT** Early Measurement 1, 4, 13, 14, 17–19	**Kindergarten Measurement** Tests 6, 7
		Identify pennies, nickels, dimes and quarters.	K.GM.B.5	64				**Kindergarten Number** Test 5
	K.GM.C Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes. Draw or model simple two-dimensional shapes. (2D)	K.GM.C.6, K.GM.C.8, K.GM.C.9	4, 6, 9, 15, 23, 27, 37		6, 15, 23	**DT** Early Geometry 1-8	**Kindergarten Geometry** Test 1
		Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. Identify and describe the attribute of shapes. (3D)	K.GM.C.6, K.GM.C.8,	35, 44			**DT** Early Geometry 15-18, 21-23	**Kindergarten Geometry** Tests 2, 3
		Describe the relative positions of objects in space.	K.GM.C.7	55, 57			**DT** Early Geometry 9, 10, 11, 13, 14	**Kindergarten Geometry** Test 5
		Compose simple shapes to form larger shapes using manipulatives.	K.GM.C.10	9, 23			**DT** Early Geometry 12	**Kindergarten Geometry** Test 4
DATA AND STATISTICS	**K.DS.A** Classify objects and count the number of objects in each category.	Classify objects into given categories; count the number of objects in each category. Compare category counts using appropriate language.	K.DS.A.1, K.DS.A.2	8, 23			**DT** Early Data 1-10	**Kindergarten Data** Tests 1, 2

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GRADE 1

				Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Domain	**Strand**	**Grade Level Expectations**	**Codes**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End–of–lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
NUMBER SENSE	**1.NS.A** Understand and use numbers up to 120.	Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral. Count backward from a given number between 20 and 1.	1.NS.A.1, 1.NS.A.2, 1.NS.A.3	56, 60, 63, 67, 75, 81, 86		60, 63, 79, 80, 88	**DT** Grade 1 Number 1-4, 6, 8, 11-16, 21-23	**Grade 1 Number and Algebra: Whole Numbers** Tests 1-9
		Count by 5s to 100 starting at any multiple of five.	1.NS.A.4	77, 90			**DT** Grade 1 Patterns & Fractions 8, 10	**Grade 1 Number and Algebra: Patterns** Tests 1-7
NUMBER SENSE AND OPERATIONS IN BASE TEN	**1.NBT.A** Understand place value of two-digit numbers.	Understand that 10 can be thought of as a bundle of 10 ones – called a "ten". Understand two-digit numbers are composed of ten(s) and one(s).	1.NBT.A.1, 1.NBT.A.2	88		67, 88	**DT** Grade 1 Number 5, 9, 10, 17, 19, 24	**Grade 1 Number and Algebra: Place Value** Tests 1-4
		Compare two two-digit numbers using the symbols >, = or <.	1.NBT.A.3	81, 86		60, 80, 83	**DT** Grade 1 Number 7, 18, 20	**Grade 1 Number and Algebra: Place Value** Tests 5, 6
		Count by 10s to 120 starting at any number.	1.NBT.A.4	79, 90			**DT** Grade 1 Patterns & Fractions 9, 10	**Grade 1 Number and Algebra: Patterns** Tests 1-7
	1.NBT.B Use place value understanding to add and subtract.	Add within 100.	1.NBT.B.5	88, 95, 96			**DT** Grade 1 Operations 15, 17, 18, 19 **MM** Addition Sprints	**Grade 1 Number and Algebra: Operations** Test 5, 6
		Calculate 10 more or 10 less than a given number mentally without having to count.	1.NBT.B.6	79, 98		96	**DT** Grade 1 Operations 13, 14, 20 **MM** Addition Sprints **MM** Subtraction Sprints	
		Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	1.NBT.B.7	98			**DT** Grade 1 Operations 17, 19, 20 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Test 6
RELATIONSHIPS AND ALGEBRAIC THINKING	**1.RA.A** Represent and solve problems involving addition and subtraction.	Use addition and subtraction within 20 to solve problems.	1.RA.A.1	58, 65, 68, 72, 85, 91		51, 53, 56, 65, 68, 77, 83, 91, 93, 96		**Grade 1 Number and Algebra: Operations** Tests 4, 5
		Solve problems that call for addition of three whole numbers whose sum is within 20.	1.RA.A.2	51			**DT** Grade 1 Operations 2	
		Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	1.RA.A.3	76			**DT** Grade 1 Operations, 10, 11	
		Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	1.RA.A.4	93, 100			**DT** Grade 1 Operations 8, 12	
	1.RA.B Understand and apply properties of operations and the relationship between addition and subtraction.	Use properties as strategies to add and subtract.	1.RA.B.5	88, 93		68, 91, 93, 96	**DT** Grade 1 Operations 16	**Grade 1 Number and Algebra: Place Value** Tests 5, 6 **Grade 1 Number and Algebra: Operations** Test 5
		Demonstrate that subtraction can be solved as an unknown-addend problem.	1.RA.B.6	100				
	1.RA.C Add and subtract within 20.	Add and subtract within 20.	1.RA.C.7	58, 65, 68, 72, 85, 91		65, 68, 77, 83, 91, 93	**DT** Grade 1 Operations 4, 5, 7, 9 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Tests 2, 3
		Demonstrate fluency with addition and subtraction within 10.	1.RA.C.8	51, 53, 72		68, 91	**DT** Grade 1 Operations 1, 3, 6 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Test 1
GEOMETRY AND MEASUREMENT	**1.GM.A** Reason with shapes and their attributes.	Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes. Recognize two- and three-dimensional shapes from different perspectives and orientations.	1.GM.A.1, 1.GM.A.3	52, 62, 99, 102		102	**DT** Grade 1 Geometry 1-3, 6-8, 10, 17-19	**Grade 1 Geometry: Shape** Tests 1-6
		Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	1.GM.A.2	62, 69		59, 69	**DT** Grade 1 Geometry 9, 13	
		Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	1.GM.A.4	61, 66			**DT** Grade 1 Patterns & Fractions 3, 5, 6, 11, 13, 14	**Grade 1 Number and Algebra: Fractions & Money** Tests 1, 2, 3
	1.GM.B Measure lengths in non-standard units.	Order three or more objects by length. Compare the lengths of two objects indirectly by using a third object. Demonstrate the ability to measure length or distance using objects.	1.GM.B.5, 1.GM.B.6, 1.GM.B.7	55, 84			**DT** Grade 1 Measurement 2, 4, 13, 14	**Grade 1 Measurement: Length** Tests 1-5
	1.GM.C Work with time and money.	Tell and write time in hours and half-hours using analog and digital clocks.	1.GM.C.8	54, 70, 87		87	**DT** Grade 1 Measurement 1, 8-10, 15, 16	**Grade 1 Measurement: Time** Tests 1-6
		Know the value of a penny, nickel, dime and quarter.	1.GM.C.9	64, 83, 92			**DT** Grade 1 Measurement 3, 5-7, 12	**Grade 1 Number and Algebra: Fractions & Money** Tests 4-8
DATA AND STATISTICS	**1.DS.A** Represent and interpret data.	Collect, organize and represent data with up to three categories.	1.DS.A.1	80, 97		80		**Grade 1 Statistics: Data** Tests 4
		Draw conclusions from object graphs, picture graphs, T-charts and tallies.	1.DS.A.2	80, 97		80	**DT** Grade 1 Data 1-4, 6, 9, 10, 12-15	**Grade 1 Statistics: Data** Tests 2, 3

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GRADE 2

Domain	Strand	Grade Level Expectations	Codes	Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
				Online Lesson, Printable Resources, & Problem Solving Tasks	End–of–lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
NUMBER SENSE AND OPERATIONS IN BASE TEN	**2.NBT.A** Understand place value of three digit numbers.	Count within 1000 by 1s, 10s and 100s starting with any number. Read and write numbers to 1000 using number names, base-ten numerals and expanded form.	2.NBT.A.1, 2.NBT.A.2	101, 106, 117, 129		117, 120, 133	**DT** Grade 2 Number 1-3, 6, 8-10, 12, 13, 17-20, 23, 24 **DT** Grade 2 Patterns & Fractions 1-4, 7-10, 13	**Grade 2 Number and Algebra: Numbers to 1000** Tests 1, 3, 4, 8 **Grade 2 Number and Algebra: Number Patterns** Tests 1-7
		Understand three-digit numbers are composed of hundreds, tens and ones. Understand that 100 can be thought of as 10 tens –called a "hundred".	2.NBT.A.3, 2.NBT.A.4	105		101, 105, 106	**DT** Grade 2 Number 4, 5, 7, 11, 16, 21, 22	**Grade 2 Number and Algebra: Numbers to 1000** Tests 2, 5
		Compare two three-digit numbers using the symbols >, = or <.	2.NBT.A.5	122			**DT** Grade 2 Number 14, 15	**Grade 2 Number and Algebra: Numbers to 1000** Test 7
	2.NBT.B Use place value understanding and properties of operations to add and subtract.	Demonstrate fluency with addition and subtraction within 100. Add up to four two-digit numbers.	2.NBT.B.6, 2.NBT.B.7	103, 110, 118, 120, 124, 128, 150		118, 124, 128, 150	**DT** Grade 2 Operations 7, 13-17, 23 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 2 Number and Algebra: Addition and Subtraction** Tests 2, 3, 5, 6
		Use the relationship between addition and subtraction to solve problems.	2.NBT.B.9	142			**DT** Grade 2 Operations 20	
		Add or subtract within 1000, and justify the solution. Add or subtract mentally 10 or 100 to or from a given number within 1000.	2.NBT.B.8, 2.NBT.B.10	128, 134, 144, 146, 148		134, 144, 146	**DT** Grade 2 Operations 18, 21, 24-28 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 2 Number and Algebra: Addition and Subtraction** Tests 7, 8
	2.NBT.C Represent and solve problems involving addition and subtraction.	Write and solve problems involving addition and subtraction within 100.	2.NBT.B.11	118, 120, 131, 133, 137, 139		105, 110, 113, 118, 120, 124, 125, 128, 130, 131, 132, 133, 134, 135, 137, 139, 140, 141, 143, 144, 147, 149		**Grade 2 Number and Algebra: Addition and Subtraction** Tests 4, 9
RELATIONSHIPS AND ALGEBRAIC THINKING	**2.RA.A** Add and subtract within 20.	Demonstrate fluency with addition and subtraction within 20.	2.RA.A.1	142		142	**DT** Grade 2 Operations 1, 2, 4, 5, 22 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 2 Number and Algebra: Addition and Subtraction** Test 1
	2.RA.B Develop foundations for multiplication and division.	Determine if a set of objects has an odd or even number of members. a) Count by 2s to 100 starting with any even number. b) Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. c) Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	2.RA.A.2	108			**DT** Grade 2 Operations 3	**Grade 2 Number and Algebra: Numbers to 1000** Test 6
		Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	2.RA.A.3	111, 113, 115, 130, 136		113, 118, 124, 130, 134, 136, 137, 139, 143, 148, 149	**DT** Grade 2 Operations 6, 8-12, 19	**Grade 2 Number and Algebra: Equal Groups** Tests 1-5
GEOMETRY AND MEASUREMENT	**2.GM.A** Reason with shapes and their attributes.	Recognize and draw shapes having specified attributes, such as a given number of angles or sides. a) Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. b) Identify the faces of three-dimensional objects	2.GM.A.1	119, 121, 145		121, 140	**DT** Grade 2 Geometry 3-7, 10	**Grade 2 Geometry: Shape** Tests 1-5
		Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares. Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole. a)Demonstrate that equal shares of identical wholes need not have the same shape.	2.GM.A.2, 2.GM.A.3	132			**DT** Grade 2 Patterns & Fractions 5, 11, 12, 14-17	**Grade 2 Number and Algebra: Fractions and Money** Tests 1-3
	2.GM.B Measure and estimate lengths in standard units.	Measure the length of an object by selecting and using appropriate tools. Analyze the results of measuring the same object with different units. Estimate lengths using units of inches, feet, yards, centimeters and meters. Measure to determine how much longer one object is than another.	2.GM.B.4, 2.GM.B.5, 2.GM.B.6, 2.GM.B.7	104, 126, 143			**DT** Grade 2 Measurement 6, 9, 11, 13, 15, 21-24	**Grade 2 Measurement: Length** Tests 1-6
	2.GM.C Relate addition and subtraction to length.	Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.	2.GM.C.8	141, 143			**DT** Grade 2 Measurement 19	**Grade 2 Measurement: Length** Test 8
		Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.	2.GM.C.9	126, 141				**Grade 2 Measurement: Length** Test 7
	2.GM.D Work with time and money.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.	2.GM.D.10, 2.GM.D.11	109, 114, 123, 127		109	**DT** Grade 2 Measurement 1-5, 7, 10, 14, 16, 20	**Grade 2 Measurement: Time** Tests 1-7
		Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ appropriately. Find combinations of coins that equal a given amount.	2.GM.D.12, 2.GM.D.13	125, 147		124, 125, 128, 131, 134, 139, 144, 146, 147, 148, 150	**DT** Grade 2 Measurement 12	**Grade 2 Number and Algebra: Fractions and Money** Tests 4-7
DATA AND STATISTICS	**2.DS.A** Represent and interpret data.	Draw a picture graph or a bar graph to represent a data set with up to four categories.	2.DS.A.3	135, 143			**DT** Grade 2 Data & Chance 1, 4, 5, 7-9	**Grade 2 Statistics: Data** Tests 1, 2
		Solve problems using information presented in picture graphs and bar graphs. Draw conclusions from picture graphs and bar graphs.	2.DS.A.4, 2.DS.A.5	135, 143			**DT** Grade 2 Data & Chance 10, 11, 13, 14	**Grade 2 Statistics: Data** Tests 3, 4

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GRADE 3

Domain	Strand	Grade Level Expectations	Codes	Mathseeds Lesson #			Additional Mathseeds Resources
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency
				Online Lesson, Printable Resources, & Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Mental Minute (MM)
NUMBER SENSE AND OPERATIONS IN BASE TEN	**3.NBT.A** Use place value understanding and properties of operations to perform multi-digit arithmetic.	Round whole numbers to the nearest 10 or 100.	3.NBT.A.1	194			
		Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	3.NBT.A.2	151, 156, 161		151, 153, 156, 161, 194, 199	
		Demonstrate fluency with addition and subtraction within 1000.	3.NBT.A.3	163, 170, 173, 178		154, 170, 172, 178, 183, 188, 195	**MM** Addition Sprints **MM** Subtraction Sprints
		Multiply whole numbers by multiples of 10 in the range 10-90.	3.NBT.A.4	193			
NUMBER SENSE AND OPERATIONS IN FRACTIONS	**3.NF.A** Develop understanding of fractions as numbers.	Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts. Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole. a) Describe the numerator as representing the number of pieces being considered. b) Describe the denominator as the number of pieces that make the whole.	3.NF.A.1, 3.NF.A.2	160, 175			
		Represent fractions on a number line. a) Understand the whole is the interval from 0 to 1. b) Understand the whole is partitioned into equal parts. c) Understand a fraction represents the endpoint of the length a given number of partitions from 0.	3.NF.A.3	160			
		Demonstrate that two fractions are equivalent if they are the same size or the same point on a number line. Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.	3.NF.A.4, 3.NF.A.5	180, 191			
		Compare two fractions with the same numerator or denominator using the symbols >, = or <, and justify the solution. Explain why fraction comparisons are only valid when the two fractions refer to the same whole.	3.NF.A.6, 3.NF.A.7	160, 175, 191			
RELATIONSHIPS AND ALGEBRAIC THINKING	**3.RA.A** Represent and solve problems involving multiplication and division.	Interpret products of whole numbers.	3.RA.A.1	155, 168			
		Interpret quotients of whole numbers.	3.RA.A.2	165, 190, 196			
		Describe in words or drawings a problem that illustrates a multiplication or division situation.	3.RA.A.3	155, 165		153, 168	
		Use multiplication and division within 100 to solve problems.	3.RA.A.4	168, 190, 196		186, 188, 193, 196, 199	
		Determine the unknown number in a multiplication or division equation relating three whole numbers.	3.RA.A.5	155, 158, 165, 168, 171, 176, 190, 196			
	3.RA.B Understand properties of multiplication and the relationship between multiplication and division.	Apply properties of operations as strategies to multiply and divide.	3.RA.B.6	171, 176, 181, 186, 190, 196			
	3.RA.C Multiply and divide within 100.	Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	3.RA.C.7	158, 171, 176, 181, 186, 190			
		Demonstrate fluency with products within 100.	3.RA.C.8	199		168, 176, 181, 186, 188, 196	**MM** Multiplication Sprints **MM** Division Sprints
	3.RA.D Use the four operations to solve word problems.	Write and solve two-step problems involving variables using any of the four operations.	3.RA.D.9	168, 183, 188, 190, 196		159, 163, 178, 182, 183, 188, 193, 194, 195, 196, 199	
		Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.	3.RA.D.10	194			
	3.RA.E Identify and explain arithmetic patterns.	Identify arithmetic patterns and explain the patterns using properties of operations.	3.RA.E.11	153, 166, 195		153, 170, 173, 195	

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				Online Lesson, Printable Resources, & Problem Solving Tasks	End–of–lesson Quiz	Critical Thinking and Problem Solving Interactives	Mental Minute (MM)
GEOMETRY AND MEASUREMENT	**3.GM.A** Reason with shapes and their attributes.	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	3.GM.A.1	152, 169, 177, 184			
		Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	3.GM.A.2	184			
		Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	3.GM.A.3	160			
	3.GM.B Solve problems involving the measurement of time, liquid volumes and weights of objects.	Tell and write time to the nearest minute. Estimate time intervals in minutes.	3.GM.B.4, 3.GM.B.5	162, 185			
		Solve problems involving addition and subtraction of minutes.	3.GM.B.6	179, 189		179, 181, 185, 189, 200	
		Measure or estimate length of objects. Use the four operations to solve problems involving lengths given in the same units.	3.GM.B.7, 3.GM.B.8	182, 198			
		Measure or estimate liquid volume. Use the four operations to solve problems involving liquid volumes given in the same units.	3.GM.B.7, 3.GM.B.8	154			
		Measure or estimate weight of objects. Use the four operations to solve problems involving weights given in the same units.	3.GM.B.7, 3.GM.B.8	172			
	3.GM.C Understand concepts of area.	Calculate area by using unit squares to cover a plane figure with no gaps or overlaps. Label area measurements with squared units. Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	3.GM.C.9, 3.GM.C.10, 3.GM.C.11	149, 157			
		Multiply whole-number side lengths to solve problems involving the area of rectangles.	3.GM.C.12	200			
		Find rectangular arrangements that can be formed for a given area.	3.GM.C.13	149			
		Decompose a rectangle into smaller rectangles to find the area of the original rectangle.	3.GM.C.14	200			
	3.GM.D Understand concepts of perimeter.	Solve problems involving perimeters of polygons.	3.GM.D.15	192			
		Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	3.GM.D.16	200			
DATA AND STATISTICS	**3.DS.A** Represent and analyze data.	Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	3.DS.A.1	174, 187			
		Solve one-and two-step problems using information presented in bar and/or picture graphs.	3.DS.A.2	174, 187			
		Create a line plot to represent data. Use data shown in a line plot to answer questions.	3.DS.A.3, 3.DS.A.4	198			