

**Hardin County Schools Combined Curriculum Guide
Mathematics -- Third Grade – Algebraic Thinking
DRAFT**

POS Understandings	MA-P-AT-U-3 Students will understand that algebra represents mathematical situations and structures for analysis and problem solving (e.g., finding the missing value in open sentences).	9 Weeks Taught	1 2 3 4	
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p>MA-P-AT-S-VEO1 Students will explore unknowns and open sentences to express relationships.</p> <p>MA-P-AT-S-EI1 Students will solve simple equations (e.g., $1 + 1 = []$; $[] - 2 = 7$).</p> <p>MA-P-AT-S-EI2 Students will solve simple inequalities (e.g., $[] < 6$).</p> <p>MA-P-AT-S-EI3 Students will solve for unknowns in simple open sentences.</p> <p>MA-P-AT-S-EI5 Students will use manipulatives, numbers and/or symbols to model real-world situations with simple number sentences.</p>		<p>MA-EP-5.3.1 <u>Second and third nine weeks</u> Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., $2 + ? = 7$, $___ < 6$) and apply simple number sentences to solve mathematical and real-world problems.</p> <p style="text-align: right;">DOK 2</p>	<p>I can solve a simple number sentence with equations, inequalities and missing values.</p> <p>I can solve simple number equalities and inequalities with a missing value.</p>	<p>Variable Equation Inequality</p>
Strategies & Activities	Resources	Common Assessments		
		Essential Questions	Higher Order Questions	

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POS Understandings	MA-P-AT-U-4 Students will understand that real-world situations can be represented using mathematical models to analyze quantitative relationships.		9 Weeks Taught	1 2 3 4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
MA-P-AT-S-VEO2 Students will create stories about mathematical sentences with missing values. MA-P-AT-S-EI4 Students will read and create story problems to represent mathematical sentences with missing values.		MA-EP-5.3.1 <u>Second and third nine weeks</u> Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., $2 + ? = 7$, $___ < 6$) and apply simple number sentences to solve mathematical and real-world problems. <div style="text-align: right;">DOK 2</div>	Same as preceding page	Same as preceding page.
Strategies & Activities		Resources	Common Assessments	
		Essential Questions	Higher Order Questions	

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POS Understandings	MA-P-AT-U-5	9 Weeks Taught	1 2 3 4			
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary		
MA-P-AT-S-PRF5 Students will explore input-output machines (e.g., function machines) and solve simple function machine tasks.		MA-EP-5.1.2 <u>Second nine weeks</u> Students will describe functions (input-output) through pictures and words. DOK 2 MA-EP-5.1.3 <u>Third nine Weeks</u> <i>Students will determine the value of an output given a function rule and an input value.</i>	I can determine the value of an output when given a function rule and input value. <u>3rd 9 wks.</u>	Function Input Output Rule		
Strategies & Activities		Resources	Common Assessments			
Two Ways to Count to Ten – p. 135 (Math and Literature, grades 2-3 by Marilyn Burns and Stephanie Sheffield).						
		Essential Questions	Higher Order Questions			
		Where do you see patterns? How can you make patterns? How can you create and extend patterns?	How can you tell what will come next in the pattern? What makes a pattern a pattern? When is something not a pattern? (from <i>Good Questions for Math Teaching</i> by Sullivan and Lilburn)			