

Third Grade Math Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives	Technology
<p>August</p>	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>PO 1. Read whole numbers in contextual situations (through six-digit numbers).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Lessons: Lesson 1-5, pp. 12–13, Ex. 12; Lesson 1-15, pp. 44–45, Ex. 3; Lesson 2-13, p. 104, Ex. 2</p> <p>Lessons: Chapter 1 pp. 6-7, 10-12, 18-19, 20-22, 28-29</p>	<p>AM ASSET ATI CTB</p>
		<p>PO 3. Write whole numbers through six-digits in or out of order.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 1-2, pp. 6–7, Ex. 3, 5; Lesson 1-4, pp. 10–11, Ex. 3, 8; Lesson 1-5, pp. 12–13, Ex. 1, 4–5, 18</p> <p>Additional Resources: Diagnosing Readiness, p. 2, Ex. 6–7; Section A Review, p. 16, Ex. 4–5; Diagnostic Checkpoint, p. 17, Ex. 7; Reteaching, pp. 56–57, Set 1-2, Ex. 4, Set 1-4, Ex. 1–2; More Practice, p. 60, Set 1-2, Ex. 1–3; Lesson 11-2, p. 617, Ex. 24</p> <p>Lessons: Chapter 1 pp. 6-7, 10-12, 18-19, 20-22</p>	
		<p>PO 5. Construct models to represent place value concepts for the one’s, ten’s, and hundred’s places.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Lessons: Lesson 1-3, p. 8, Activity</p> <p>Additional Resources: Diagnostic Checkpoint, p. 17, Ex. 15; Lesson 3-6, p. 147, Ex. 16</p> <p>Lessons: Chapter 1 pp. 6-7, 10-12, 18-19, 20-22</p> <p>Lessons: Lesson 1-2, pp. 6–7, Ex. 4, 10, 17; Lesson 1-4, pp. 10–11, Ex. 2, 4, 7, 9–</p>	

		<p>PO 6. Apply expanded notation to model place value through 9,999 (e.g., $5,378 = 5,000 + 300 + 70 + 8$).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>10; Lesson 1-15, p. 44, Ex. 3</p> <p>Additional Resources: Lesson 1-3, p. 9, Ex. 13; Warm Up, p. 12, Ex. 1-2; Section A Review, p. 16, Ex. 3, 6-7; Diagnostic Checkpoint, p. 17, Ex. 5-6, 8-10; Lesson 1-7, p. 21, Ex. 29; Warm Up, p. 28, Ex. 1-3; Key Vocabulary and Concept Review, p. 50, Ex. 1; Chapter Test, pp. 52-53, Ex. 2, 4, 14-15; Reteaching, pp. 56-57, Set 1-2, Ex. 3, Set 1-4, Ex. 1-2; More Practice, pp. 60-61, Set 1-2, Ex. 4-7, Set 1-4, Ex. 1-3, Set 1-5, Ex. 1-6; Cumulative Review and Test Prep, p. 114, Ex. 6; Lesson 3-13, p. 167, Ex. 22; Cumulative Review and Test Prep, p. 304, Ex. 5</p> <p>Lessons: Lesson 6-6, p. 333, Ex. 4; Lesson 12-10, p. 709, Ex. 6</p> <p>Additional Resources: Lesson 1-9, p. 24, Talk About It, Ex. 1</p> <p>Lessons: Chapter 1 pp. 13</p> <p>Lessons: Lesson 1-7, pp. 18-21, Ex. 1-22, 24-27; Lesson 1-15, p. 45, Ex. 6</p> <p>Additional Resources: Diagnosing Readiness, p. 3, Ex. 9-12; Warm Up, p. 18, Ex. 1-4; Discovery Channel, p. 21, Ex. 2; Warm Up, p. 22, Ex. 1-3; Lesson 1-8, p. 23, Ex. 15-16, 18; Section B Review, p. 34, Ex. 1-2; Diagnostic Checkpoint, p. 35, Ex. 3-5; Key Vocabulary and Concept Review, p. 50, Ex. 2; Chapter Test, p. 53, Ex. 20-23; Reteaching, p. 57, Set 1-7, Ex. 1-3; More Practice, p. 61, Set 1-7, Ex. 1-16; Lesson 2-7, p. 88, Ex. 28; Lesson 2-8, p. 91, Ex. 19; Lesson 2-10, p. 97, Ex. 22;</p> <p>Diagnosing Readiness, p. 125, Ex. 27-32; Lesson 4-6, p. 210, Ex. 14-16; Cumulative Review and Test Prep, p. 248, Ex. 9; Lesson 8-5, p. 445, Ex. 15; Warm Up, p. 506, Ex. 1-4; Diagnosing Readiness, pp. 678-679, Ex. 18-19</p> <p>Lessons:</p>	
		<p>PO 7. Sort whole numbers into sets containing only odd numbers or only even numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Chapter 1 pp. 13</p>	
		<p>PO 8. Compare two whole numbers, through six-digits.</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Chapter 1 pp. 13</p>	

	<p>Strand 1: Number Sense & Operations Concept 3: Estimation</p>	<p>PO 1. Solve grade-level appropriate problems using estimation.</p>	<p>(West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Section B Review, p. 92, Ex. 7–12, C–E; Diagnostic Checkpoint, p. 93, Ex. 1, 11–22, 1–17, 20, 22; Section C Review, p. 106, Ex. 5–10; Diagnostic Checkpoint, p. 107, Ex. 11–25; Key Vocabulary and Concept Review, p. 111, Ex. 3; Chapter Test, pp. 112–113, Ex. 2, 6–7, 12–13, 23–26, 29; Cumulative Review and Test Prep, p. 114, Ex. 1, 7; Reteaching, pp. 118–119, Set 2-7, Ex. 1–8, Set 2-8, Ex. 1–6, Set 2-11, Ex. 1–4; More Practice, pp. 122–123, Set 2-7, Ex. 1–19, Set 2-8, Ex. 1–8, Set 2-11, Ex. 1–12, Set 2-12, Ex. 4–5; Lesson 3-2, p. 130, Ex. 10; Lesson 3-3, p. 134, Ex. 22; Lesson 3-4, p. 137, Ex. 5, 14–15; Section A Review, p. 144, Ex. D; Diagnostic Checkpoint, p. 145, Ex. 17; Lesson 3-9, p. 153, Ex. 5; Lesson 3-10, p. 157, Ex. 20; Lesson 3-12, p. 165, Ex. 29; Lesson 3-13, p. 167, Ex. 16; Chapter Test, p. 179, Ex. 32; Cumulative Review and Test Prep, p. 180, Ex. 7; Reteaching, p. 182, Set 3-3, Ex. 1–3; More Practice, p. 189, Set 3-11, Ex. 2</p> <p>Lessons: Chapter 4 pp. 78-81, 102 Chapter 5 pp. 112-115, Chapter 21 pp. 584-586 Chapter 22 pp. 616-618</p>	
<p>September</p>	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>PO 2. Identify six-digit whole numbers in or out of order.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Lessons: Lesson 1-5, pp. 12–13, Ex. 5–6, 10</p> <p>Additional Resources: Investigating the Concept, p. 12A; Reaching All Learners, Reading in Math, p. 12B; Section A Review, p. 16, Ex. 7; Diagnostic Checkpoint, p. 17, Ex. 7, 9</p> <p>Lessons: Chapter 1 pp. 6-7, 10-12, 18-19, 20-22</p>	<p>AM ASSET ATI CTB</p>

		<p>PO 4. State whole numbers, through six-digits, with correct place value, by using models, illustrations, symbols, or expanded notation (e.g., $53,941 = 50,000 + 3,000 + 900 + 40 + 1$).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 1-2, pp. 6–7, Ex. 1–2, 4, 7–10; Lesson 1-3, pp. 8–9, Ex. 1–2, 4–7, 13; Lesson 1-4, pp. 10–11, Ex. 1–2, 4, 6–7, 9–10; Lesson 1-5, pp. 12–13, Ex. 2, 6–9, 11; Lesson 1-15, pp. 44–45, Ex. 3; Lesson 3-6, pp. 146–147, Ex. 1–4, 16</p> <p>Additional Resources: Diagnosing Readiness, pp. 2–3, Ex. 4–5; Warm Up, p. 12, Ex. 1–2; Section A Review, p. 16, Ex. 3, 6–8; Diagnostic Checkpoint, p. 17, Ex. 5–6, 8–10; Lesson 1-7, p. 21, Ex. 9; Warm Up, p. 28, Ex. 1–3; Key Vocabulary and Concept Review, pp. 50–51, Ex. 1; Chapter Test, pp. 52–53, Ex. 2, 4, 11, 14–15; Reteaching, pp. 56–57, Set 1-2, Ex. 1–3, Set 1-3, Ex. 1–2, Set 1-4, Ex. 1–2; More Practice, pp. 60–61, Set 1-2, Ex. 4–7, Set 1-3, Ex. 1–4, Set 1-4, Ex. 1–3, Set 1-5, Ex. 1–6; Lesson 2-12, p. 103, Ex. 5; Cumulative Review and Test Prep, p. 114, Ex. 6; Lesson 3-1, p. 127, Ex. 23; Lesson 3-8, p. 151, Ex. 16; Lesson 3-13, p. 167, Ex. 22; Reteaching, pp. 183, Set 3-6, Ex. 1–2; Cumulative Review and Test Prep, p. 304, Ex. 5; Cumulative Review and Test Prep, p. 668, Ex. 1</p> <p>Lessons: Chapter 1 pp. 6-7, 10-12, 18-19, 20-22</p> <p>Lessons: Lesson 6-6, p. 333, Ex. 4; Lesson 12-10, p. 709, Ex. 6</p> <p>Additional Resources: Lesson 1-9, p. 24, Talk About It, Ex. 1</p> <p>Lessons: Chapter 1 pp. 13</p>	
		<p>PO 7. Sort whole numbers into sets containing only odd numbers or only even numbers.</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>		

	<p>Strand 1: Number Sense & Operations Concept 2: Numerical Operations</p>	<p>PO 2. Add two three-digit whole numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 1-9, pp. 24–27, Ex. 4, 6, 14–16; Lesson 3-2, pp. 128–131, Ex. 1–9, 11–13; Lesson 3-3, pp. 132–135, Ex. 1–2, 4, 6–11, 14–18, 20–21, 23–26, 30–31; Lesson 3-13, pp. 166–167, Ex. 6; Lesson 10-9, p. 590, Ex. 1</p> <p>Additional Resources: More Practice, p. 62, Set 1-9, Ex. 1, 6, 10, 12; Lesson 2-6, p. 85, Ex. 26; Warm Up, p. 136, Ex. 2–3; Lesson 3-4, p. 137, Ex. 19–20; Section A Review, p. 144, Ex. 5–6; Diagnostic Checkpoint, p. 145, Ex. 7–10; Lesson 3-10, p. 157, Ex. 29, 31; Warm Up, p. 162, Ex. 4; Warm Up, p. 166, Ex. 1, 3; Chapter Test, pp. 178–179, Ex. 2, 12, 14; Reteaching, pp. 182–185, Set 3-2, Ex. 1, Set 3-3, Ex. 1, 3, Set 3-13, Ex. 4; More Practice, pp. 186–189, Set 3-2, Ex. 2–3, Set 3-3, Ex. 2–4, 7–11, Set 3-13, Ex. 2; Lesson 4-3, p. 199, Ex. 13–14; Cumulative Review and Test Prep, p. 304, Ex. 7; Test Talk, p. 411, Ex. 3; Lesson 8-7, p. 453, Ex. 20; Cumulative Review and Test Prep, p. 486, Ex. 1; Lesson 10-2, p. 567, Ex. 18–19; Lesson 11-6, p. 631, Ex. 24</p>	
		<p>PO 4. Add a column of numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 3-4, pp. 136–137, Ex. 1–4, 6–13, 16–17</p> <p>Additional Resources: Lesson 3-5, p. 143, Ex. 13–15; Section A Review, p. 144, Ex. 7–8; Diagnostic Checkpoint, p. 145, Ex. 11–13; Lesson 3-6, p. 147, Ex. 18; Lesson 3-11, p. 161, Ex. 6, 10; Chapter Test, pp. 178–179, Ex. 10, 25; Reteaching, p. 182, Set 3-4, Ex. 1–4; More Practice, p. 186, Set 3-4, Ex. 1–7; Cumulative Review and Test Prep, p. 248, Ex. 6; Lesson 6-6, p. 335, Ex. 20; Cumulative Review and Test Prep, p. 358, Ex. 4; Lesson 7-11, p. 401, Ex. 31; Lesson 8-7, p. 453, Ex. 21; Lesson 9-3, p. 505, Ex. 12; Lesson 10-2, p. 567, Ex. 20</p>	

		<p>PO 5. Select the grade-level appropriate operation to solve word problems.</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>586, Ex. 17–18; Lesson 11-7, p. 635, Ex. 38</p> <p>Lessons: Chapter 5 pp. 110-111, 116-118, 120-122, 124-126, 128-129</p> <p>Lessons: Lesson 1-6, pp. 14–15, Ex. 2, 5; Lesson 2-4, pp.76–77, Ex. 1–3; Lesson 6-11, pp. 346–347, Ex. 1–6; Lesson 7-13, pp. 404–405, Ex. 12–17</p> <p>Additional Resources: Section A Review, p. 16, Ex. 9, E–F; Lesson 1-7, p. 21, Ex. 28; Reading for Math Success, p. 75, Ex. 3–6; Section A Review, p. 78, Ex. 7, E–F; Diagnostic Checkpoint, p. 79, Ex. 9–12; Lesson 2-5, p. 81, Ex. 19; Chapter Test, p. 112, Ex. 10; Cumulative Review and Test Prep, p. 115, Ex. 23; Reteaching, p. 117, Set 2-4, Ex. 1–2; More Practice, p. 121, Set 2-4, Ex. 1–5; Cumulative Review and Test Prep, p. 181, Ex. 22; Lesson 4-8, p. 217, Ex. 6; Lesson 5-4, p. 273, Ex. 15; Lesson 6-2, p. 319, Ex. 32; Section B Review, p. 350, Ex. 14, F; Diagnostic Checkpoint, p. 351, Ex. 17; Chapter Test, p. 357, Ex. 33; Reteaching, p. 363, Set 6-11, Ex. 1–3; More Practice, p. 367, Set 6-11, Ex. 1–4; Section C Review, p. 408, Ex. 13–16, F–G; Diagnostic Checkpoint, p. 409, Ex. 2, 11; Chapter Test, pp. 414–415, Ex. 12, 31; Reteaching, p. 421, Set 7-13, Ex. 1–2; More Practice, p. 425, Set 7-13, Ex. 1–14;</p> <p>Lesson 8-1, p. 431, Ex. 26; Lesson 8-3, p. 439, Ex. 13; Lesson 8-13, p. 473, Ex. 19; Cumulative Review and Test Prep, p. 487, Ex. 18; Lesson 10-8, p. 589, Ex. 6; Cumulative Review and Test Prep, p. 721, Ex. 16</p>	
		<p>PO 6. Solve word problems using grade-level appropriate operations and numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 1-6, pp. 14–15, Ex. 1–3; Lesson 2-13, pp. 104–105, Ex. 7; Lesson 3-2, pp. 128–131, Ex. 9–11; Lesson 3-3, pp. 132–135, Ex. 26–28; Lesson 3-5, pp. 140–143, Ex. 1–6; Lesson 3-9, pp. 152–155, Ex. 24–26;</p>	

		<p>PO 12. Identify multiplication and division as inverse operations.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley</p>	<p>Lesson 3-11, pp. 160–161, Ex. 6–10; Lesson 5-5, pp. 276–279, Ex. 22–24; Lesson 5-8, pp. 284–285, Ex. 1–6; Lesson 5-10, pp. 288–291, Ex. 35; Lesson 5-12, pp. 294–295, Ex. 1, 3, 8; Lesson 6-2, pp. 318–319, Ex. 29–30; Lesson 6-3, pp. 320–323, Ex. 30–32; Lesson 6-4, pp. 324–327, Ex. 28–29; Lesson 6-7, pp. 338–339, Ex. 1–7; Lesson 6-11, pp. 346–347, Ex. 1, 3, 5; Lesson 6-12, pp. 348–349, Ex. 1–2, 4–5; Lesson 7-4, pp. 380–381, Ex. 1– 3, 6, 8–9; Lesson 7-6, pp. 386–387, Ex. 21, 24, 36; Lesson 7-7, pp. 388–389, Ex. 28–29; Lesson 7-8, pp. 390–391, Ex. 25–29; Lesson 7-9, pp. 392–393, Ex. 31–33; Lesson 7-10, pp. 396–397, Ex. 29–32; Lesson 7-14, pp. 406–407, Ex. 2; Lesson 9-11, pp. 528–529, Ex. 1, 5; Lesson 9-16, pp. 540–541, Ex. 1–2, 4–6; Lesson 9-17, pp. 542–543, Ex. 3; Lesson 10-9, pp. 590–591, Ex. 1, 3; Lesson 12-3, pp. 688–689, Ex. 5–6</p> <p><u>Additional Resources:</u> Most lessons in Grade 3 include word problems that require the use of grade level appropriate operations and numbers.</p> <p><u>Lessons:</u> Lesson 7-5, pp. 384–385, Ex. 1–10</p> <p><u>Additional Resources:</u> Lesson 7-6, p. 387, Ex. 6, 20; Lesson 7-9, p. 393, Ex. 6; Section B Review, p. 394, Ex. 1–2, C, E; Diagnostic Checkpoint, p. 395, Ex. 3–5, 23; Chapter Test, p. 415, Ex. 24–27; Cumulative Review and Test Prep, pp. 416, Ex. 6; Reteaching, p. 419, Set 7-5, Ex. 1–4; More Practice, p. 423, Set 7-5, Ex. 1–8; Cumulative Review and Test Prep, p. 487, Ex. 19</p> <p><u>Lessons:</u> Chapter 18 pp. 498-499, 500-501, 502-504, 506-507, 508-509</p>	
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		<p style="text-align: center;">PO 3. Solve grade-level appropriate pattern problems.</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Ex. 17; Reteaching, p. 488, Set 8-3, Ex. 1; More Practice, p. 492, Set 8-3, Ex. 1-2; Warm Up, p. 504, Ex. 1-3; Warm Up, p. 536, Ex. 1-3; Cumulative Review and Test Prep, p. 553, Ex. 20; Cumulative Review and Test Prep, p. 601, Ex. 17, 19; Lesson 11-10, p. 641, Ex. 22; Cumulative Review and Test Prep, p. 669, Ex. 21; Cumulative Review and Test Prep, p. 721, Ex. 20</p> <p>Lessons: Chapter 1 pp. 14-16 Chapter 9 pp. 232-233, 250-251 Chapter 15 pp. 428-430 Chapter 22 pp. 610-611</p> <p>Lessons: Lesson 1-9, pp. 24-27, Ex. 20; Lesson 1-11, Pp. 32-33, Ex. 4-8; Lesson 3-5, pp. 141-143, Ex. 2-4, 12; Lesson 5-4, pp. 270-273, Ex. 1-7, 10; Lesson 6-6, pp. 332-335, Ex. 1-2, 5-6, 8-12, 14; Lesson 8-3, pp. 436-439, Ex. 1-4; Lesson 10-8, pp. 588-589, Ex. 1-2</p> <p>Additional Resources: Lesson 1-12, p. 39, Ex. 17; Lesson 1-14, p. 43, Ex. 2; Lesson 2-4, p. 77, Ex. 5; Lesson 2-12, p. 103, Ex. 7; Diagnostic Checkpoint, p. 107, Ex. 1; Section A Review, p. 144, Ex. 9, F-G; Lesson 3-6, p. 147, Ex. 17; Test Talk, pp. 174-175, Ex. 1, 3; Chapter Test, p. 178,</p> <p>Ex. 3; Reteaching, p. 183, Set 3-5, Ex. 1; More Practice, p. 187, Set 3-5, Ex. 2; Lesson 4-8, p. 217, Ex. 4; Section A Review, p. 274, Ex. 6, F-G; Lesson 5-5, p. 279, Ex. 27; Discovery Channel, p. 279, Ex. 1-2; Learning with Technology, p. 291, Ex. 1-5; Test Talk, p. 299, Ex. 2, 4; Key Vocabulary and Concept Review, p. 300, Ex. 2; Chapter Test, p. 303, Ex. 30; Reteaching, p. 307, Set 5-4; More Practice, p. 311, Set 5-4, Ex. 1-3; Diagnosing Readiness, p. 315, Ex. 20-22; More Practice, p. 365, Set 6-6, Ex. 1-2; Key Vocabulary and Concept Review, p. 483, Ex. 5; Chapter Test, p. 485, Ex. 18; Reteaching, p. 488, Set 8-3, Ex. 1; More Practice, p. 492, Set 8-3, Ex. 1-2; Lesson 9-11, p. 529, Ex. 4; Cumulative Review and Test Prep, p. 553, Ex. 20-21; Lesson 10-5, p. 579, Ex. 4; Section B Review, p. 592, Ex. 5, E-F; Reteaching, p. 605, Set 10-8, Ex. 1; More Practice, p. 609, Set 10-8, Ex. 1; Cumulative</p>	
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	<p>Strand 3: Patterns, Algebra, & Functions Concept 2: Functions and Relationships</p>	<p>PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model, and frames and arrows).</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Review and Test Prep, p. 669, Ex. 20–21; Cumulative Review and Test Prep, p. 721, Ex. 19–20</p> <p>Lessons: Chapter 1 pp. 14-16 Chapter 9 pp. 232-233, 250-251 Chapter 15 pp. 428-430 Chapter 22 pp. 610-611</p> <p>Lessons: Lesson 2-3, pp. 72–73, Ex. 1–2, 4–7, 10; Lesson 6-10, pp. 344–345, Ex. 1–3, 5–7, 9</p> <p>Additional Resources: Section A Review, p. 78, Ex. 6; Diagnostic Checkpoint, p. 79, Ex. 2, 13; Lesson 2-5, p. 81, Ex. 20; Key Vocabulary and Concept Review, p. 110, Ex. 1; Chapter Test, p. 113, Ex. 30; Cumulative Review and Test Prep, p. 115, Ex. 22, 25; Reteaching, p. 116, Set 2-3, Ex. 1–2; More Practice, p. 120, Set 2-3, Ex. 1–5; Cumulative Review and Test Prep, p. 305, Ex. 22; Section B Review, p. 350, Ex. 13; Diagnostic Checkpoint, p. 351, Ex. 15–16; Test Talk, pp. 352–353, Ex. 1–2; Key Vocabulary and Concept Review, p. 354, Ex. 2; Chapter Test, pp. 356–357, Ex. 8, 29, 32; Cumulative Review and Test Prep, p. 359,</p> <p>Ex. 22; Reteaching, p. 363, Set 6-10, Ex. 1–3; More Practice, p. 367, Set 6-10, Ex. 1–4; Cumulative Review and Test Prep, p. 417, Ex. 19; Cumulative Review and Test Prep, p. 553, Ex. 19</p> <p>Lessons: Chapter 8 pp. 215</p>	
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November	Strand 1: Number Sense & Operations Concept 2: Numerical Operations	PO 7. Demonstrate the process of multiplication as repeatedly adding the same number, counting by multiples, combining equal sets, and making arrays.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<p>Lessons: Lesson 5-1, pp. 260–261, Ex. 1–8; Lesson 5-2, pp. 262–265, Ex. 1–5, 9–14, 18–20, 22–26; Lesson 5-3, pp. 266–267, Ex. 1–3, 5–13; Lesson 5-5, pp. 276–279, Ex. 6, 25–26, 28; Lesson 5-6, pp. 280–281, Ex. 6, 17, 21; Lesson 5-11, pp. 292–293, Ex. 6, 27, 38; Lesson 6-1, pp. 316–317, Ex. 31; Lesson 6-2, pp. 318–319, Ex. 32; Lesson 6-3, pp. 320–323, Ex. 29, 33, 35</p> <p>Additional Resources: Diagnosing Readiness, pp. 258–259, Ex. 11, 18–20; Warm Up, p. 262, Ex. 1–3; Lesson 5-4, p. 273, Ex. 11–13; Section A Review, p. 274, Ex. 1–5, A–C, E; Diagnostic Checkpoint, p. 275, Ex. 1–11, 14; Discovery Channel, p. 279, Ex. 1–2; Section B Review, p. 296, Ex. A–B, F–G; Diagnostic Checkpoint, p. 297, Ex. 1; Key Vocabulary and Concept Review, pp. 300–301, Ex. 1–2; Chapter Test, pp. 302–303, Ex. 1, 3–4, 7, 9, 12–14, 28; Cumulative Review and Test Prep, pp. 304–305, Ex. 3; Reteaching, p. 306, Set</p>	AM ASSET ATI CTB

		<p>PO 9. Demonstrate families of equations for multiplication and division through 9s.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>5-1, Ex. 1-2, Set 5-2, Ex. 1-4, Set 5-3, Ex. 1-4; More Practice, pp. 310-313, Set 5-1, Ex. 1-5, Set 5-2, Ex. 1-6, Set 5-3, Ex. 1-5, Set 5-11, Ex. 22; Diagnosing Readiness, p. 314, Ex. 3-8; Lesson 6-4, p. 327, Ex. 32; Lesson 6-5, p. 329, Ex. 32, 36; Section A Review, p. 336, Ex. B; Diagnostic Checkpoint, p. 351, Ex. 11; Chapter Test, p. 357, Ex. 31; Cumulative Review and Test Prep, p. 358, Ex. 5; Diagnosing Readiness, p. 369, Ex. 20-23; Lesson 7-3, p. 377, Ex. 20; Section B Review, p. 394, Ex. A; Learning with Technology, p. 401, Ex. 1-5; Warm Up, p. 468, Ex. 1-2; Lesson 8-14, p. 475, Ex. 11; Cumulative Review and Test Prep, p. 487, Ex. 16; Test Talk, p. 663, Ex. 2, 4</p> <p>Lessons: Lesson 7-5, pp. 384-385, Ex. 11, 14</p> <p>Additional Resources: Lesson 7-6, p. 387, Ex. 35; Lesson 7-7, p. 389, Ex. 25; Lesson 7-8, p. 391, Ex. 24; Section B Review, p. 394, Ex. B, D; Chapter Test, pp. 414-415, Ex. 8, 28; Cumulative Review and Test Prep, p. 416, Ex. 2; More Practice, p. 423, Set 7-5, Ex. 9; Cumulative Review and Test Prep, pp. 486, Ex. 3</p>	
		<p>PO 10. State multiplication and division facts through 9s.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 5-5, pp. 276-279, Ex. 1-5, 7-20, 22-23; Lesson 5-6, pp. 280-281, Ex. 1-5, 7-16, 18-19, 22-26; Lesson 5-9, pp. 286-287, Ex. 1-5, 8-19, 21, 35-36; Lesson 5-10, pp. 288-291, Ex. 1-18, 20, 22-26, 28-33, 35-36; Lesson 5-11, pp. 292-293, Ex. 1-8, 10-19, 21, 23-27, 33-37; Lesson 5-12, pp. 294-295, Ex. 1, 3; Lesson 6-1, pp. 316-317, Ex. 1-8, 10-20, 22-27, 29, 31, 33-36; Lesson 6-2, pp. 318-319, Ex. 1-9, 11-27, 29-30, 33-37; Lesson 6-3, pp. 320-323, Ex. 1-8, 10-12, 14-24, 26-31, 33, 36-39, 41-45, 47; Lesson 6-4, pp. 324-327, Ex. 1-14, 16-28, 30, 33-42; Lesson 6-5, pp. 328-329, Ex. 1-31, 33-34, 37-41; Lesson 6-7, pp. 338-339, Ex. 1-2, 4-7; Lesson 6-8, pp. 340-341, Ex. 1-4, 7, 10-11, 13-14, 16-17, 20, 22-23, 31; Lesson 6-12, pp. 348-349, Ex. 1-2, 4-5; Lesson 7-6, pp. 386-387, Ex. 1-21, 24-34; Lesson 7-7, pp. 388-389, Ex. 1-5, 7-25, 28-34; Lesson 7-8, pp. 390-391, Ex. 1-4, 6-23,</p>	

			<p>25–26, 29–34; Lesson 7-9, pp. 392–393, Ex. 1–29, 31–32, 34–38; Lesson 7-10, pp. 396–397, Ex. 1–5, 7–24, 29, 32–35; Lesson 7-14, pp. 406–407, Ex. 2; Lesson 10-9, pp. 590–591, Ex. 3</p> <p>Additional Resources: Warm Up, p. 280, Ex. 1–4; Lesson 5-7, p. 283, Ex. 22–26; Warm Up, p. 286, Ex. 2–4; Warm Up, p. 288, Ex. 1–4; Section B Review, p. 296, Ex. 1–3, 5–8, 11–19, 22–24, 26–27; Diagnostic Checkpoint, p. 297, Ex. 2–9, 11, 13–18, 20–22, 24; Key Vocabulary and Concept Review, p. 301, Ex. 3; Chapter Test, pp. 302–303, Ex. 2, 5–6, 10, 18–22, 24–25, 27; Cumulative Review and Test Prep, pp. 304–305, Ex. 4, 17; Reteaching, pp. 306–309, Set 5-5, Ex. 1–6, Set 5-6, Ex. 1–3, 5–6, Set 5-9, Ex. 1, 3–4, 6, Set 5-10, Ex. 1–2, 4–8, Set 5-11, Ex. 1–6, 8–9; More Practice, pp. 310–313, Set 5-5, Ex. 1–4, 6–13, 15, Set 5-6, Ex. 1–9, Set 5-9, Ex. 1–4, 6–11, Set 5-10, Ex. 1–8, 10–17, Set 5-11, Ex. 1–8, 10–13, 15–18; Diagnosing Readiness, p. 315, Ex. 9–14, 16–19; Warm Up, p. 316, Ex. 1–6; Warm Up, p. 318, Ex. 1–6; Warm Up, p. 320, Ex. 1–6; Discovery Channel, p. 323, Ex. 1; Warm Up, p. 324, Ex. 1–6; Warm Up, p. 328, Ex. 1–6; Lesson 6-6, p. 335, Ex. 15–19; Section A Review, p. 336, Ex. 1–30, A, C–G; Diagnostic Checkpoint, p. 337, Ex. 1–29, 31; Warm Up, p. 338, Ex. 1–6; Warm Up, p. 340, Ex. 1–4, 6; Warm Up, p. 342, Ex. 1–3, 5–6; Lesson 6-9, p. 343, Ex. 19–22; Warm Up, p. 344, Ex. 1–6; Section B Review, p. 350, Ex.</p> <p>1–2, 5, 8, 14, C; Diagnostic Checkpoint, p. 351, Ex. 2–3, 8; Key Vocabulary and Concept Review, pp. 354–355, Ex. 1, 4; Chapter Test, pp. 356–357, Ex. 1–3, 5, 7, 9, 11, 12, 14–23, 28, 33–34; Cumulative Review and Test Prep, p. 358, Ex. 7; Reteaching, pp. 360–363, Set 6-1, Ex. 1–7, Set 6-2, Ex. 2–8, Set 6-3, Ex. 1–8, Set 6-4, Ex. 1–8, Set 6-5, Ex. 1–6, Set 6-7, Ex. 1–2, Set 6-8, Ex. 2, 4, Set 6-11, Ex. 2; More Practice, pp. 364–367, Set 6-1, Ex. 1–2, 4–10, Set 6-2, Ex. 1–3, 5–9, 11, Set 6-3, Ex. 1–8, 10–15, Set 6-4, Ex. 1–5, 7–13, Set 6-5, Ex. 1–3, 5–13, Set 6-7, Ex. 1–2, 4, Set 6-8, Ex. 3, 5, 7, Set 6-11, Ex. 1, 3; Diagnosing Readiness, p. 369, Ex. 24–39; Warm Up, p. 370, Ex. 1–6; Warm Up, p. 374, Ex. 1–6; Discovery Channel, p. 377, Ex. 2; Warm Up, p. 384, Ex. 1–6; Lesson 7-5, p. 385, Ex. 15–19; Warm Up, p. 386, Ex. 1–6; Warm Up, p. 388, Ex. 1–6; Warm Up, p. 390, Ex. 1–6; Warm Up, p. 392, Ex. 1–6; Section B Review, p. 394, Ex. 3–21, C, E, G–H; Diagnostic</p>	
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		<p>PO 11. Demonstrate the commutative and identity properties of multiplication.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Checkpoint, p. 395, Ex. 1, 6–23; Warm Up, p. 396, Ex. 1–4; Warm Up, p. 398, Ex. 1–6; Lesson 7-11, pp. 400–401, Ex. 20, 26–30; Warm Up, p. 402, Ex. 1–5; Lesson 7-12, p. 403, Ex. 17–21; Section C Review, p. 408, Ex. 1–6, A–B; Diagnostic Checkpoint, p. 409, Ex. 1; Test Talk, p. 410, Ex. 1; Key Vocabulary and Concept Review, pp. 412–413, Ex. 2–3; Chapter Test, pp. 414–415, Ex. 3–7, 9, 11, 15–19, 21, 23, 30; Cumulative Review and Test Prep, p. 416, Ex. 4–5; Reteaching, pp. 418–421, Set 7-6, Ex. 1–10, Set 7-7, Ex. 1–10, Set 7-8, Ex. 1–7, Set 7-9, Ex. 1–10, Set 7-10, Ex. 1–10; More Practice, pp. 422–425, Set 7-6, Ex. 1–16, Set 7-7, Ex. 1–16, Set 7-8, Ex. 1–16, Set 7-9, Ex. 1–17, Set 7-10, Ex. 1–21; Lesson 8-1, p. 431, Ex. 21–25; Lesson 8-4, p. 443, Ex. 15–18; Lesson 8-6, p. 449, Ex. 28; Lesson 8-13, p. 473, Ex. 12–15; Cumulative Review and Test Prep, p. 486, Ex. 2; Diagnosing Readiness, p. 496, Ex. 4–13; Warm Up, p. 498, Ex. 1–6; Lesson 9-1, p. 501, Ex. 31–34; Lesson 9-5, p. 511, Ex. 17; Lesson 9-7, p. 517, Ex. 14; Warm Up, p. 518, Ex. 1–6; Lesson 10-3, p. 570, Ex. 16–20; Lesson 10-4, p. 575, Ex. 27–30; Diagnosing Readiness, pp. 610–611, Ex. 4–7, 9–25; Warm Up, p. 618, Ex. 1–6; Warm Up, p. 622, Ex. 1–6; Warm Up, p. 648, Ex. 1–2, 4–6; Test Talk, pp. 662–663, Ex. 1, 3; Diagnosing Readiness, pp. 678, Ex. 9, 14; Cumulative Review and Test Prep, pp. 720, Ex. 2</p> <p>Lessons: Lesson 5-2, pp. 262–265, Ex. 6–8, 15–17, 21, 24; Lesson 5-9, pp. 286–287, Ex. 1, 3, 5–6, 10–11, 13–14, 17, 22, 26, 31</p> <p>Additional Resources: Section A Review, p. 274, Ex. D; Diagnostic Checkpoint, p. 275, Ex. 13; Lesson 5-5, p. 278, Ex. 21; Section B Review, p. 296, Ex. 20, D; Diagnostic Checkpoint, p. 297, Ex. 28, 32; More Practice, pp. 310–311, Set 5-2, Ex. 7, Set 5-5, Ex. 14; Diagnosing Readiness, p. 314, Ex. 7; Lesson 6-3, p. 321, Ex. 9; Cumulative Review and Test Prep, p. 553, Ex. 17; Cumulative Review and Test Prep, p. 601, Ex. 16</p> <p>Lessons: Chapter 8 pp. 208, 224–226, 233</p>	
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	<p>Strand 3: Patterns, Algebra, & Functions Concept 4: Analysis of Change</p>	<p>variable over time (e.g., an object gets taller, colder, heavier).</p> <p>PO 2. Make simple predictions based on a variable (e.g., increases in allowance as you get older).</p>	<p>(West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Diagnostic Checkpoint, p. 593, Ex. 8; Reteaching, p. 605, Set 10-8, Ex. 1; More Practice, p. 609, Set 10-8, Ex. 1</p> <p>Lessons: Chapter 6 pp. 162-163, 164-166</p> <p>Lessons: In Grade 3, students learn to extend numeric patterns and describe rules for patterns. After students extend patterns to a given number, ask them to make predictions about numbers much later in the patterns. For example, if students are working with an addition or multiplication pattern involving even numbers, they can predict that all numbers in the pattern will show even numbers. Students practice using variables to describe and extend patterns and functions in Grade 4.</p> <p>Lessons: Chapter 9 pp. 252-253, Chapter 11 pp. 288-289, Chapter 19 pp. 530-534, Chapter 21 pp. 580-581</p>	
<p>December</p>	<p>Strand 1: Number Sense & Operation Concept 2: Numerical Operations</p>	<p>PO 8. Demonstrate the process of division with one-digit divisors (separating elements of a set into smaller equal sets, sharing equally, or repeatedly subtracting the same number).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Lessons: Lesson 7-1, pp. 370–371, Ex. 1–8; Lesson 7-2, pp. 372–373, Ex. 1–10, 13–14; Lesson 7-3, pp. 374–377, Ex. 1–11, 15–18</p> <p>Additional Resources: Section A Review, p. 382, Ex. 1–4, A–C; Diagnostic Checkpoint, p. 383, Ex. 1–9, 11; Lesson 7-9, p. 393, Ex. 30; Section B Review, p. 394, Ex. A; Diagnostic Checkpoint, p. 395, Ex. 24; Learning with Technology, p. 401, Ex. 1–5; Key Vocabulary and Concept Review, p. 412, Ex. 1; Chapter Test, pp. 414–415, Ex. 1–2, 32; Cumulative Review and Test Prep, pp. 416–417, Ex. 1, 21; Reteaching, p. 418, Set 7-1, Ex. 1–3, Set 7-2, Ex. 1–2, Set 7-3, Ex. 1–3; More Practice, p. 422, Set 7-1, Ex. 1–4, Set 7-2, Ex. 1–4, Set 7-3, Ex. 1–4; Reading for Math Success, p. 435, Ex. 3–5; Section A Review, p. 440, Ex. 5, E–F; Diagnostic Checkpoint, p. 441, Ex. 9</p> <p>Lessons: Chapter 10 pp. 260-261, 262-263</p> <p>Lessons: Lesson 7-5, pp. 384–385, Ex. 1–10</p>	<p>AM ASSET ATI CTB</p>

		PO 12. Identify multiplication and division as inverse operations.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	Additional Resources: Lesson 7-6, p. 387, Ex. 6, 20; Lesson 7-9, p. 393, Ex. 6; Section B Review, p. 394, Ex. 1-2, C, E; Diagnostic Checkpoint, p. 395, Ex. 3-5, 23; Chapter Test, p. 415, Ex. 24-27; Cumulative Review and Test Prep, pp. 416, Ex. 6; Reteaching, p. 419, Set 7-5, Ex. 1-4; More Practice, p. 423, Set 7-5, Ex. 1-8; Cumulative Review and Test Prep, p. 487, Ex. 19	
January	Strand 1: Number Sense & Operations Concept 1: Number Sense	PO 15. Count amounts of money through \$20.00 using pictures or actual bills and coins.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	Lessons: Lesson 1-12, pp. 36-39, Ex. 1, 4-7, 14 Additional Resources: Learning with Technology, p. 39, Ex. 1-6; Lesson 1-13, p. 41, Ex. 15; Section C Review, p. 46, Ex. 1; Diagnostic Checkpoint, p. 47, Ex. 3-4; Test Talk, p. 49, Ex. 2; Chapter Test, p. 52, Ex. 6; Reteaching, p. 59, Set 1-12, Ex. 1-2; Reading for Math Success, p. 435, Ex. 9-11; Lesson 9-9, p. 521, Ex. 19	AM ASSET ATI CTB
	Strand 1: Number Sense & Operations Concept 3: Estimation	PO 1. Solve grade-level appropriate problems using estimation.	Houghton Mifflin ©2004 (Big Park)	Lessons: Chapter 3 pp. 46-47, 48-49, 50-51, 52-54 Lessons: Lesson 2-7, pp. 86-89, Ex. 1-12, 14-30; Lesson 2-8, pp. 90-91, Ex. 1-18; Lesson 2-11, pp. 98-101, Ex. 1-32; Lesson 2-12, pp. 102-103, Ex. 1-3, 8-9; Lesson 2-13, pp. 104-105, Ex. 5; Lesson 3-11, pp. 160-161, Ex. 1-5, 13; Lesson 6-12, pp. 348-349, Ex. 6 Additional Resources: Section B Review, p. 92, Ex. 7-12, C-E; Diagnostic Checkpoint, p. 93, Ex. 1, 11-22, 1-17, 20, 22; Section C Review, p. 106, Ex. 5-10; Diagnostic Checkpoint, p. 107, Ex. 11-25; Key Vocabulary and Concept Review, p. 111, Ex. 3; Chapter	

		<p>PO 2. Estimate length and weight using U.S. customary units.</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Test, pp. 112–113, Ex. 2, 6–7, 12–13, 23–26, 29; Cumulative Review and Test Prep, p. 114, Ex. 1, 7; Reteaching, pp. 118–119, Set 2-7, Ex. 1–8, Set 2-8, Ex. 1–6, Set 2-11, Ex. 1–4; More Practice, pp. 122–123, Set 2-7, Ex. 1–19, Set 2-8, Ex. 1–8, Set 2-11, Ex. 1–12, Set 2-12, Ex. 4–5; Lesson 3-2, p. 130, Ex. 10; Lesson 3-3, p. 134, Ex. 22; Lesson 3-4, p. 137, Ex. 5, 14–15; Section A Review, p. 144, Ex. D; Diagnostic Checkpoint, p. 145, Ex. 17; Lesson 3-9, p. 153, Ex. 5; Lesson 3-10, p. 157, Ex. 20; Lesson 3-12, p. 165, Ex. 29; Lesson 3-13, p. 167, Ex. 16; Chapter Test, p. 179, Ex. 32; Cumulative Review and Test Prep, p. 180, Ex. 7; Reteaching, p. 182, Set 3-3, Ex. 1–3; More Practice, p. 189, Set 3-11, Ex. 2</p> <p>Lessons: Chapter 13 pp. 354-361, 372</p> <p>Lessons: Lesson 9-12, pp. 532–533, Ex. 1–2, 4–8</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 304, Ex. 9; Section C Review, p. 544, Ex. 1; Diagnostic Checkpoint, p. 545, Ex. 3; More Practice, p. 560, Set 9-12, Ex. 1–3</p> <p>Lessons: Chapter 13 pp. 354-361, 372</p> <p>Lessons: Lesson 9-13, pp. 534–535, Ex. 8, 11; Lesson 10-6, pp. 582–583, Activity, Ex. 6; Lesson 10-7, pp. 584–587, Activity</p> <p>Lessons: Chapter 13 pp. 354-361, 372</p> <p>Lessons: Lesson 9-12, pp. 532–533, Ex. 1–2, 4–8; Lesson 10-6, pp. 582–583, Ex. 1–7; Lesson 10-7, pp. 584–587, Activity; Lesson 12-1, pp. 680–683, Activity; Lesson 12-2, pp. 684–685, Activity; Lesson 12-4, pp. 690–693, Activity; Lesson 12-5, pp. 694–695, Activity</p> <p>Additional Resources:</p>	
		<p>PO 3. Record estimated and actual linear measurements for real-life objects (e.g., length of fingernail; height of desk).</p>	<p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Lessons: Chapter 13 pp. 354-361, 372</p>	
		<p>PO 4. Compare estimations of appropriate measures to the actual measures.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 9-12, pp. 532–533, Ex. 1–2, 4–8; Lesson 10-6, pp. 582–583, Ex. 1–7; Lesson 10-7, pp. 584–587, Activity; Lesson 12-1, pp. 680–683, Activity; Lesson 12-2, pp. 684–685, Activity; Lesson 12-4, pp. 690–693, Activity; Lesson 12-5, pp. 694–695, Activity</p> <p>Additional Resources:</p>	

	<p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 4: Vertex-Edge Graphs</p> <p>Strand 4: Geometry and Measurement Concept 3: Coordinate Geometry</p>	<p>PO 5. Evaluate the reasonableness of estimated measures.</p> <p>PO 1. Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).</p> <p>PO 1. Identify points in the first quadrant of a grid using ordered pairs.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004</p>	<p>Section C Review, p. 544, Ex. 1; Diagnostic Checkpoint, p. 545, Ex. 3; More Practice, p. 560, Set 9-12, Ex. 1–3</p> <p>Lessons: Lesson 9-12, pp. 532–533, Ex. 3; Lesson 10-7, pp. 584–587, Ex. 3; Lesson 12-4, pp. 690–693, Ex. 26</p> <p>Lessons: Reaching All Learners, p. 474B</p> <p>Lessons: Chapter 11 pp. 299 Chapter 15 pp. 427</p> <p>Lessons: Lesson 4-9, pp. 218–221, Ex. 5–8, 14–17, 23–26, 29</p> <p>Additional Resources: Section B Review, p. 224, Ex. 7; Diagnostic Checkpoint, p. 225, Ex. 3; Key Vocabulary and Concept Review, p. 244, Ex. 3; Chapter Test, p. 246, Ex. 3; Reteaching, p. 252, Set 4-9, Ex. 4–6; More Practice, p. 256, Set 4-9, Ex. 4–6; Cumulative Review and Test Prep, p. 487, Ex. 13</p> <p>Lessons: Chapter 6 pp. 168-170</p> <p>Lessons: Lesson 10-7, pp. 584–587, Ex. 1–6, 8–13; Lesson 12-5, pp. 694–695, Ex. 2</p> <p>Additional Resources: Section B Review, p. 592, Ex. 3–4, C; Diagnostic Checkpoint, p. 593, Ex. 5–7; Test Talk, p. 595, Ex. 2–3; Key Vocabulary and Concept Review, p. 597, Ex. 3; Chapter Test, p. 599, Ex. 12;</p>	
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	<p>Strand 4: Geometry and Measurement</p> <p>Concept 4: Measurement</p> <ul style="list-style-type: none"> - Units of Measure - Geometric Objects 	<p>PO 1. Select the appropriate measure of accuracy:</p> <ul style="list-style-type: none"> • length – centimeters, meters, kilometers, • capacity/volume – liters, and • mass/weight – grams. <p>PO 2. Tell time with one-minute precision (analog).</p> <p>PO 3. Determine the passage of time across months (units of days, weeks, months) using a calendar.</p> <p>PO 4. Measure a given object using the appropriate unit of measure:</p> <ul style="list-style-type: none"> • length – centimeters, 	<p>(West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Cumulative Review and Test Prep, p. 600, Ex. 6; Reteaching, p. 605, Set 10-7, Ex. 1-6; More Practice, p. 609, Set 10-7, Ex. 1-10; Lesson 11-1, p. 615, Ex. 39; Lesson 12-4, p. 693, Ex. 31; Section A Review, p. 698, Ex. 10; Chapter Test, p. 719, Ex. 21; Reteaching, p. 722, Set 12-2, Ex. 3-4; More Practice, pp. 726-728, Set 12-2, Ex. 1-3, Set 12-5, Ex. 1-4</p> <p>Lessons: Chapter 14 pp. 382-383, 384-385, 386-388, 394-396</p> <p>Lessons: Lesson 4-2, p. 197, Ex. 1-3, 5-9</p> <p>Additional Resources: Section A Review, p. 202, Ex. 2, 4, A, C; Diagnostic Checkpoint, p. 203, Ex. 4, 7-8; Chapter Test, p. 247, Ex. 10; Reteaching, p. 250, Set 4-2, Ex. 1-2; More Practice, p. 254, Set 4-2, Ex. 1-4</p> <p>Lessons: Chapter 12 pp. 330-331, 332-333, 334-335</p> <p>Lessons: Lesson 4-4, pp. 200-201, Ex. 9</p> <p>Lessons: Chapter 12 pp. 340-342</p> <p>Lessons: Lesson 10-6, pp. 582-583, Ex. 1-2, 4-5; Lesson 10-7, pp. 584-587, Activity; Lesson 12-2, pp. 684-685, Activity; Lesson 12-5, pp. 694-695, Activity</p> <p>Additional Resources: Section B Review, p. 592, Ex. 1-2, B; Diagnostic Checkpoint, p. 593, Ex. 1, 3-4, 9; Chapter Test, p. 599, Ex. 26; Reteaching, p. 604, Set 10-6, Ex. 1-4; More Practice, p. 608, Set 10-6, Ex. 1-4; Lesson 11-1, p. 615, Ex. 38</p> <p>Lessons: Lesson 12-6, pp. 696-697, Ex. 1-4, 6-9</p>	
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		<p>millimeters, meters, kilometers,</p> <ul style="list-style-type: none"> • capacity/volume – liters, and • mass/weight – grams. <p>PO 5. Record temperatures to the nearest degree in degrees Fahrenheit and degrees Celsius as shown on a thermometer.</p> <p>PO 6. Compare units of measure to determine more or less relationships for:</p> <ul style="list-style-type: none"> • length – inches to feet; centimeters to meters, • time – minutes to hours; hours to days; days to weeks; months to years, and • money – pennies, nickels, dimes, quarters, and dollars. <p>PO 7. Determine relationships for:</p> <ul style="list-style-type: none"> • volume – cups and 	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p><u>Additional Resources:</u> Section A Review, p. 698, Ex. 11–12; Chapter Test, pp. 718–719, Ex. 7, 17; Reteaching, p. 724, Set 12-6, Ex. 1–2; More Practice, p. 728, Set 12-6, Ex. 1–4</p> <p><u>Lessons:</u> Lesson 1-12, pp. 36–39, Talk About It, Ex. 1; Lesson 1-13, pp. 40–41, Ex. 9; Lesson 4-1, pp. 192–195, Ex. 9, Talk About It, Ex. 3; Lesson 9-14, pp. 536–537, Ex. 12; Lesson 9-15, pp. 538–539, Ex. 8–10; Lesson 10-7, pp. 584–587, Ex. 16, 19</p> <p><u>Lessons:</u> Lesson 12-1, pp. 680–683, Activity; Lesson 12-4, pp. 690–691, Ex. 1–4</p> <p><u>Additional Resources:</u> Chapter Test, p. 719, Ex. 24; Reteaching, p. 723, Set 12-4, Ex. 3; More Practice, p. 727, Set 12-4, Ex. 1–3</p>	
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		<ul style="list-style-type: none"> gallons, weight – ounces and pounds, and money – extend to amounts greater than one dollar. 			
February	Strand 2: Data Analysis, Probability, and Discrete Mathematics Concept 1: Data Analysis (Statistics)	PO 1. Formulate questions to collect data in contextual situations. PO 2. Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin ©2004 (Big Park) Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona) Houghton Mifflin ©2004 (Big Park)	Lessons: Early Finishers and Journal Idea, pp. 206–207 Lessons: Chapter 6 pp. 148-149 Lessons: Lesson 4-5, pp. 204–207, Ex. 4; Lesson 4-11, pp. 226–227, Ex. 1–6; Lesson 4-12, pp. 228–231, Ex. 1–2, 4–5, 10; Lesson 4-14, pp. 236–237, Ex. 1–3; Lesson 4-15, p. 239, Ex. 6; Lesson 10-9, p. 591, Ex. 6 Additional Resources: Section B Review, p. 224, Ex. 1, A; Learning with Technology, p. 231; Section C Review, p. 240, Ex. 1–2, 4; Diagnostic Checkpoint, p. 241, Ex. 4–5; Chapter Test, p. 247, Ex. 20; Reteaching, p. 253, Set 4-11, Set 4-12, Set 4-14; More Practice, pp. 255–257, Set 4-5, Ex. 1, Set 4-11, Ex. 1–2, Set 4-12, Ex. 1–2, Set 4-14, Ex. 1–2 Lessons: Chapter 6 pp. 162-163, 164-166	AM ASSET ATI CTB

	<p>Strand 4: Geometry and Measurement Concept 1: Geometric Properties</p>	<p>based on graphs, charts, and tables to solve problems.</p> <p>PO 6. Solve problems using graphs, charts and tables.</p>	<p>©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lesson 2-4, p. 77, Ex. 6; Lesson 4-14, pp. 236–237, Ex. 7; Lesson 5-8, p. 285, Ex. 7</p> <p>Lessons: Lesson 1-15, pp. 44–45, Ex. 6–7; Lesson 4-14, pp. 236–237, Ex. 1–4; Lesson 5-4, pp. 270–273, Ex. 1–7, 10; Lesson 10-9, pp. 590–591, Ex. 4</p> <p>Additional Resources: Lesson 1-5, p. 13, Ex. 11–13; Lesson 1-7, p. 20; Ex. 19–22; Lesson 1-8, p. 23, Ex. 15–17; Test Talk, p. 48, Ex. 1; Reading for Math Success, p. 75, Ex. 11–14; Lesson 2-11, p. 100, Ex. 27–31; Test Talk, p. 108, Ex. 1; Lesson 3-2, p. 130, Ex. 9–11; Lesson 3-3, p. 134, Ex. 26–28; Lesson 3-11, p. 161, Ex.</p> <p>11–12; Test Talk, p. 243, Ex. 4; Chapter Test, p. 247, Ex. 20; Reteaching, p. 253, Set 4-14; More Practice, p. 257, Set 4-14, Ex. 1–2; Reading for Math Success, pp. 268–269, Ex. 1–12; Section A Review, p. 274, Ex. 6, G; Diagnostic Checkpoint, p. 275, Ex. 12; Lesson 5-5, p. 279, Ex. 27; Discovery Channel, p. 279, Ex. 1–2; Lesson 5-8, p. 285, Ex. 1–2, 5; Learning with Technology, p. 291, Ex. 1–5; Test Talk, p. 299, Ex. 2, 4; Key Vocabulary and Concept Review, p. 300, Ex. 2; Chapter Test, p. 303, Ex. 30; Reteaching, p. 307, Set 5-4; More Practice, pp. 311–312, Set 5-4, Ex. 1–3, Set 5-8, Ex. 3–4; Diagnosing Readiness, p. 315, Ex. 20–22; Test Talk, pp. 352–353, Ex. 1–2; Chapter Test, p. 357, Ex. 32; Lesson 7-3, p. 376, Ex. 11–14; Lesson 7-10, p. 397, Ex. 29–32</p> <p>Lessons: Lesson 8-1, pp. 429–430, Activity, Ex. 18; Lesson 8-3, pp. 436–439, Ex. 1–2, 10</p> <p>Additional Resources: Reteaching, p. 488, Set 8-3, Ex. 1; More Practice, p. 492, Set 8-3, Ex. 1–2</p> <p>Lessons: Chapter 15 pp. 432-433, 434-436</p>	
		<p>PO 1. Build geometric figures with other common shapes (e.g., tangrams, pattern blocks, geoboards).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004</p>		

	<p>Strand 4: Geometry and Measurement Concept 2:</p>	<p>PO 2. Name concrete objects and pictures of 3-dimensional solids (cones, spheres, and cubes).</p> <p>PO 4. Recognize similar shapes.</p> <p>PO 5. Identify a line of symmetry in a 2-dimensional shape.</p> <p>PO 1. Recognize same shape in different positions (turn/rotation).</p>	<p>(Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 8-1, pp. 428–431, Ex. 1, 4, 6, 8–9, 11–12, 19</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 114, Ex. 10; Diagnosing Readiness, p. 426, Ex. 4–5; Warm Up, p. 432, Ex. 4; Lesson 8-2, p. 433, Ex. 11, 13; Lesson 8-3, p. 439, Ex. 12; Section A Review, p. 440, Ex. 1, A; Diagnostic Checkpoint, p. 441, Ex. 1, 3–4; Warm Up, p. 472, Ex. 1; More Practice, p. 492, Set 8-1, Ex. 3–4</p> <p>Lessons: Lesson 8-9, pp. 456–459, Ex. 20–23</p> <p>Lessons: Chapter 15 pp. 444-446</p> <p>Lessons: Lesson 8-10, pp. 460–461, Ex. 1–4, 6–13, 16; Lesson 8-15, pp. 476–477, Ex. 4</p> <p>Additional Resources: Diagnostic Checkpoint, p. 463, Ex. 18–19; Lesson 8-11, p. 467, Ex. 26; Chapter Test, p. 484, Ex. 10; Reteaching, p. 490, Set 8-10, Ex. 1–2; More Practice, p. 494, Set 8-10, Ex. 1–4</p> <p>Lessons: Chapter 16 pp. 448-449</p> <p>Lessons: Lesson 8-9, pp. 456–459, Ex. 4–6, 11–13</p> <p>Additional Resources: Section B Review, p. 462, Ex. 12; Diagnostic Checkpoint, p. 463, Ex. 16–17; Test Talk, p. 481, Ex. 2; Chapter Test, p. 485, Ex. 13; Reteaching, p. 490, Set 8-9, Ex. 3–4; More Practice, p. 494, Set 8-9, Ex. 4–6</p> <p>Lessons:</p>	
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March	Strand 2: Data Analysis, Probability, and Discrete Math Concept 2: Probability	<p>PO 1. Name the possible outcomes for a probability experiment.</p> <p>PO 2. Make predictions about the probability of events being more likely, less likely, equally likely or unlikely.</p> <p>PO 3. Predict the outcome of a grade-level appropriate probability experiment.</p> <p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p> <p>PO 5. Compare the outcome of an experiment to predictions made prior to</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Ongoing Assessment, p. 700; Investigating the Concept, Reteaching, p. 704A; Learn and Practice, pp. 704–705</p> <p>Lessons: Lesson 12-8, pp. 702–703, Activity, Ex. 5–6; Talk About It, p. 705, Ex. 2–3</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 601, Ex. 15</p> <p>Lessons: Chapter 7 pp. 176-188</p> <p>Lessons: Lesson 12-10, pp. 708–709, Ex. 1, 3–4</p> <p>Additional Resources: Section B Review, p. 712, Ex. 7, E; Diagnostic Checkpoint, p. 713, Ex. 10; Chapter Test, p. 719, Ex. 22; Reteaching, p. 725, Set 12-10, Ex. 1; More Practice, p. 729, Set 12-10, Ex. 1</p> <p>Lessons: Chapter 7 pp. 176-188</p> <p>Lessons: Reaching All Learners, Reteaching, p. 700B; Practice, p. 706, Ex. 17; Investigating the Concept, p. 708A</p> <p>Lessons: Practice, p. 706, Ex. 17; Investigating the Concept, p. 708A</p>	<p>AM ASSET ATI CTB</p>

	<p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 3: Discrete Mathematics – Systematic Listing and Counting</p> <p>Strand 5: Structure and Logic Concept 1: Algorithms and Algorithmic Thinking</p> <p>Strand 5: Structure and Logic Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</p>	<p>performing the experiment.</p> <p>PO 6. Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p> <p>PO 1. Make a diagram to represent the number of combinations available when 1 item is selected from each of 3 sets of 2 items (e.g., 2 different shirts, 2 different hats, 2 different belts).</p> <p>PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.</p> <p>PO 1. Draw conclusions based on existing information (e.g., All students in Ms. Dean’s 1st grade class are less than 7 years old. Rafael is in Ms. Dean’s class. Conclusion: Rafael is</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Math Vocabulary, p. 708B</p> <p>Lessons: In Grade 3, students learn to draw a simple diagram and make organized lists to solve combination problems involving two sets of two or more items. After students practice counting combinations from two sets, give them opportunities to work with three sets of two items each. Students gain additional experience counting combinations from three sets and listing outcomes using tree diagrams in Grade 4.</p> <p>Lessons: Chapter 8 pp. 220-222</p> <p>Lessons: Lesson 9-16, pp. 540–541, Ex. 1–2, 3–6</p> <p>Additional Resources: Section C Review, p. 544, Ex. 7, F; Diagnostic Checkpoint, p. 545, Ex. 11; Key Vocabulary and Concept Review, p. 549, Ex. 6; Chapter Test, p. 551, Ex. 21; Reteaching, p. 557, Set 9-16, Ex. 1</p> <p>Lessons: Chapter 13 364-366 Chapter 22 pp. 639</p> <p>Lessons: Lesson 11-11, pp. 644–645, Ex. 1–3</p> <p>Additional Resources: Lesson 3-5, p. 142, Ex. 6; Diagnostic Checkpoint, p. 145, Ex. 14; Lesson 5-4, p. 273, Ex. 8; Lesson 7-4, p. 381, Ex. 7; Lesson 8-3, p. 438, Ex. 7; Lesson 9-11, p. 529, Ex. 6; Reading for Math Success, pp. 642–643, Ex. 1–10; Section B Review, p. 646, Ex. 20, F; Diagnostic Checkpoint, p. 647, Ex. 23; Lesson 11-12, p. 649, Ex. 27; Chapter Test, p. 667, Ex. 20; Reteaching, p. 672, Set 11-11; More Practice, p. 676, Set 11-11, Ex. 1; Lesson 12-3, p. 689, Ex. 2</p>	
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		less than 7 years old.).			
April	Strand 1: Number Sense & Operations Concept 1: Number Sense	<p>PO 10. Make models that represent proper fractions (halves, thirds, fourths, eighths, and tenths).</p> <p>PO 11. Identify symbols, words, or models that represent proper fractions (halves, thirds, fourths, eighths and tenths).</p> <p>PO 12. Use proper fractions in contextual situations.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 9-1, pp. 498–500, Activity, Ex. 22–24; Lesson 9-2, pp. 502–503, Ex. 10–14; Lesson 9-7, pp. 516–517, Ex. 9–10</p> <p>Additional Resources: Chapter Test, p. 551, Ex. 13; More Practice, p. 559, Set 9-7, Ex. 4</p> <p>Lessons: Lesson 9-2, pp. 502–503, Ex. 1–4, 6–9, 15–18; Lesson 9-6, pp. 512–513, Ex. 1, 3–6, 8–10; Lesson 9-7, pp. 516–517, Ex. 1–3, 5–8, 15</p> <p>Additional Resources: Lesson 9-3, p. 505, Ex. 13; Lesson 9-4, p. 508, Ex. 17; Warm Up, p. 510, Ex. 1–2; Section A Review, p. 514, Ex. 2, 6, B; Diagnostic Checkpoint, p. 515, Ex. 1–6, 9–10; Warm Up, p. 516, Ex. 1–2; Warm Up, p. 522, Ex. 1–2; Section B Review, p. 530, Ex. 1, B; Diagnostic Checkpoint, p. 531, Ex. 3–4; Chapter Test, p. 550, Ex. 2, 4–5; Cumulative Review and Test Prep, p. 552, Ex. 1, 4; Reteaching, pp. 554–555, Set 9-2, Ex. 1, Set 9-6, Ex. 1–2, Set 9-7, Ex. 1; More Practice, pp. 558–559, Set 9-2, Ex. 1–4, Set 9-6, Ex. 1–2, Set 9-7, Ex. 1–4; Diagnosing Readiness, p. 562, Ex. 4–6; Warm Up, p. 564, Ex. 1–2; Diagnosing Readiness, p. 679, Ex. 15–16</p> <p>Lessons: Lesson 9-2, pp. 502–503, Ex. 5, 15–19; Lesson 9-6, pp. 512–513, Ex. 8–10; Lesson 9-7, pp. 516–517, Ex. 1–13; Lesson 9-17, pp. 542–543, Ex. 2</p> <p>Additional Resources: Lesson 9-4, p. 508, Ex. 17; Lesson 9-8, p. 519, Ex. 14; Section B Review, p. 530, Ex. 1, A–B; Diagnostic Checkpoint, p. 531, Ex. 1, 3–4; Test Talk, p. 547, Ex. 2, 4; Chapter Test, p. 550, Ex. 5; Cumulative Review and Test Prep, p. 552, Ex. 1; Reteaching, p. 555, Set 9-7, Ex. 1; More Practice, pp. 559, Set 9-7, Ex. 1–4; Diagnosing Readiness, p. 562, Ex. 7; Diagnosing Readiness, p. 679, Ex. 17</p>	AM ASSET ATI CTB

				<p>Lessons: Chapter 18 pp. 498-509</p>
		<p>PO 13. Compare two proper fractions with like denominators.</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 9-4, pp. 506–507, Ex. 2, 15; Talk About It, p. 507, Ex. 1</p> <p>Additional Resources: Cumulative Review and Test Prep, p. 552, Ex. 5; Warm Up, p. 704, Ex. 1–4</p>
		<p>PO 14. Order three or more proper fractions with like denominators (halves, thirds, fourths, eighths, and tenths).</p>	<p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Chapter 19 pp. 520-521</p> <p>Lessons: Chapter Test, p. 551, Ex. 23</p> <p>Additional Resources: Lesson 9-6, pp. 512–513, Ex. 3–6, 8–9, 11</p>
		<p>PO 16. Use decimals through hundredths in contextual situations.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 1-12, pp. 36–39, Ex. 15–16; Lesson 1-13, pp. 40–41, Ex. 1–6, 8, 15; Lesson 10-1, pp. 564–565, Ex. 17; Lesson 10-2, pp. 566–567, Ex. 16; Lesson 10-3, pp. 568–571, Ex. 11–12</p> <p>Additional Resources: Diagnostic Checkpoint, p. 47, Ex. 1, 6–7; Test Talk, p. 49, Ex. 4; Cumulative Review and Test Prep, p. 55, Ex. 21–22</p>
		<p>PO 17. Compare two decimals, through hundredths, using models, illustrations, or symbols.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 10-3, pp. 568–570, Ex. 1–2, 6–7, 13–14</p> <p>Additional Resources: Section A Review, p. 580, Ex. 5; Diagnostic Checkpoint, p. 581, Ex. 6–7; Chapter Test, pp. 598–599, Ex. 5, 17–18, 25; Reteaching, p. 603, Set 10-3, Ex. 1–2; More Practice, p. 607, Set 10-3, Ex. 1–4</p>

	<p>Strand 1: Number Sense & Operations Concept 2: Numerical Operations</p>	<p>PO 18. Order three or more decimals, through hundredths, using models, illustrations, or symbols.</p> <p>PO 16. Add or subtract fractions with like denominators (halves, thirds, fourths, eighths, and tenths) appropriate to grade level.</p> <p>PO 17. Apply addition and subtraction in contextual situations, through \$20.00.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Houghton Mifflin ©2004 (Big Park)</p>	<p>Lessons: Lesson 10-3, pp. 568–570, Ex. 3–5, 8–10</p> <p>Additional Resources: Section A Review, p. 580, Ex. 6; Diagnostic Checkpoint, p. 581, Ex. 8–9; Chapter Test, p. 598, Ex. 6; Reteaching, p. 603, Set 10-3, Ex. 3–4; More Practice, p. 607, Set 10-3, Ex. 5–8</p> <p>Lessons: Lesson 9-9, pp. 520–521, Ex. 2, 5, 9–12, 14</p> <p>Additional Resources: Section B Review, p. 530, Ex. F; Diagnostic Checkpoint, p. 531, Ex. 7–8; Reteaching, p. 556, Set 9-9, Ex. 1, 4; More Practice, p. 560, Set 9-9, Ex. 2–4, 7</p> <p>Lessons: Chapter 19 pp. 528-534</p> <p>Lessons: Lesson 2-13, pp. 104–105, Ex. 7; Lesson 3-12, pp. 162–165, Ex. 24, 35; Lesson 5-12, pp. 294–295, Ex. 8</p> <p>Additional Resources: Diagnostic Checkpoint, p. 173, Ex. 2; Chapter Test, p. 178, Ex. 7; Cumulative Review and Test Prep, p. 180, Ex. 3–4; More Practice, p. 189, Set 3-12, Ex. 5; Lesson 4-8, p. 217, Ex. 5; Cumulative Review and Test Prep, p. 304, Ex. 1; Lesson 6-1, p. 317, Ex. 37; Lesson 7-5, p. 385, Ex. 12; Lesson 7-8, p. 391, Ex. 35; Cumulative Review and Test Prep, p. 486, Ex. 4; Diagnosing Readiness, p. 563, Ex. 12; Lesson 12-3, p. 689, Ex. 6; Lesson 12-4, p. 693, Ex. 30; Section A Review, p. 698, Ex. 13, F; Chapter Test, p. 719, Ex. 19; Cumulative Review and Test Prep, p. 720, Ex. 3; Reteaching, p. 723, Set 12-3, Ex. 1</p> <p>Lessons: Chapter 4 pp. 83-4, 86-88, 94-96, 98-99 Chapter 5 pp. 112-115, 117-118, 120-122, 125-126 Chapter 20 pp. 557</p>	
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