

## Northpoint Horizons

### ***Math Elevations*** Correlated to the **Pearson/Scott Foresman enVision Math Program**

Grade 3

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that correlate to the skills taught in the enVision Math program. N/A denotes Not Applicable.

<b>Grade 3 enVision Curriculum Content Scope and Sequence</b>	<b><i>Math Elevations (Level C) Math Grade 3 Teacher’s Guide Examples/Lessons</i></b>
<b>NUMBER SENSE</b>	
<b>Counting</b> <b>Rounding</b> <b>Patterns</b> <b>Multiples, Factors, Divisibility</b> <b>Money</b> <b>Appropriate Technology (indicated by asterisk)</b>	<b>Level C</b> <b>Unit 1 – Numbers and Operations</b> <b>Unit 2 – Addition and Subtraction</b> <b>Unit 4 – Money and Decimals</b> <b>Unit 5 – Algebra, Patterns, and Functions</b> <b>Level D</b> <b>Unit 1 – Numbers and Operations</b>
<b>1.</b> Identify, illustrate and write a 3-digit number using a place value model. (I-C-P-A) (3a.)	1.1 Four-Digit Numbers, pp. 18-19 2.2 Adding Two-Digit Numbers, pp. 38-39 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43
<b>2.</b> Given a 3 or 5-digit number identify the number of thousands, hundreds, tens, and ones. (I-C-P-A) (3a.)	1.1 Four-Digit Numbers, pp. 18-19 2.2 Adding Two-Digit Numbers, pp. 38-39 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43
<b>3.</b> Regroup and rename numbers up to and including 1000 in various combinations of hundred, tens, and ones. (I-C-P-A) (3a. 3b.)	1.1 Four-Digit Numbers, pp. 18-19 1.3 Rounding, pp. 22-23 2.2 Adding Two-Digit Numbers, pp. 38-39 2.3 Using Estimation in Addition, pp. 40-41 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43

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<b>4.</b> Using any 1, 2 or 3-digit number, identify to the nearest 10 or 100 on a number line or other model. (I-C-P-A) (3a.)	1.1 Four-Digit Numbers, pp. 18-19 1.2 Comparing and Ordering Numbers, pp. 20-21 1.3 Rounding, pp. 22-23
<b>5.</b> Create models to review simple fractions. (I-C-P-A) (3a.)	1.5 Fractions as Part of a Whole, pp. 26-27 1.6 Fractions as Part of a Set, pp. 28-29 1.7 Comparing Fractions, pp. 30-31
<b>6.</b> Name and write fractional parts of a whole and a set. (I-C-P-A) (3a.)	1.5 Fractions as Part of a Whole, pp. 26-27 1.6 Fractions as Part of a Set, pp. 28-29
<b>7.</b> Create and use models to explore and explain equivalent fractions. (I-C-P) (3a. 3c.)	1.7 Comparing Fractions, pp. 30-31
<b>8.</b> Use models to order fractions. (I-C-P) (3a. 3c.)	1.5 Fractions as Part of a Whole, pp. 26-27 1.6 Fractions as Part of a Set, pp. 28-29 1.7 Comparing Fractions, pp. 30-31
<b>9.</b> Identify, illustrate and write place value for tenths and hundredths. (3a.)	4.1 Tenths, pp. 72-73 4.2 Hundredths, pp. 74-75 4.4 Nickels and Quarters, pp. 78-79
<b>10.</b> Identify and compare fractions and decimals that name tenths. (I-C-P-A) (3a.)	<b>Level D</b> 1.6 Fractions as Decimals, pp. 28-29
<b>11.</b> Skip count-using patterns of multiples of single digit numbers. (I-C-P-A) (3b.)	5.3 Skip Counting, pp. 94-95
<b>12.</b> Given a specified amount of money and a price list, determine what can be bought. (I- C-P-A) (4c.)	4.6 Making Change, pp. 82-83 4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87
<b>13.</b> Identify the value of any collection of coins and dollars. (I-C-P-A) (4c.)	4.3 Dollars, Dimes, and Pennies, pp. 76-77 4.5 Bills and Coins, pp. 80-81 4.6 Making Change, pp. 82-83 4.7 Addition and Subtraction of Money, pp. 84-85

Grade 3 enVision Curriculum Content <i>Scope and Sequence</i>	<b><i>Math Elevations (Level C) Math Grade 3 Teacher’s Guide Examples/Lessons</i></b>
	4.8 Money Word Problems, pp. 86-87
<b>COMPUTATION AND OPERATIONS</b>	
<b>Addition, Subtraction, Multiplication &amp; Division (of whole numbers, fractions &amp; decimals)</b> <b>Properties</b> <b>Percent</b> <b>Multiples, Factors, Divisibility</b> <b>Estimation</b> <b>Appropriate Technology (indicated by asterisk)</b>	<b>Level C</b> <b>Unit 2 – Addition and Subtraction</b> <b>Unit 3 – Multiplication and Division</b> <b>Unit 4 – Money and Decimals</b> <b>Unit 5 – Algebra, Patterns, and Functions</b> <b>Level D</b> <b>Unit 4 - Fractions</b>
<b>1.</b> Use manipulatives to represent and record repeated addition and arrays as multiplication. (I-C-P-A) (2b. 3b.)	3.1 Meaning of Multiplication, pp. 54-55 3.2 Multiplication Facts of 2, 5, and 10, pp. 56-57 3.3 Multiplication Facts of 3 and 6, pp. 58-59 3.4 Multiplication Facts of 4 and 8, pp. 60-61 3.5 Multiplication Facts of 7 and 9, pp. 62-63
<b>2.</b> Use manipulatives to represent and record repeated subtraction and arrays as division. (I-C-P-A) (2b. 3b.)	<b>Level C</b> 3.6 Division as Equal Grouping and Sharing Equally, pp. 64-65 3.7 Dividing Using Inverse Operations, pp. 66-67 <b>Level D</b> 3.5 Division with Remainders, pp. 62-63
<b>3.</b> Explore inverse operations of addition and subtraction and of multiplication and division. (I-C-P-A) (2b. 3b.)	2.1 Addition and Subtraction Families, pp. 36-37 3.7 Dividing Using Inverse Operations, pp. 66-67
<b>4.</b> Represent and record the separation/comparison of sets or missing addends as subtraction. (I-C-P-A) (2b.)	5.1 Missing Addends and Subtrahends, pp. 90-91 5.2 Missing Factors, pp. 92-93

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<b>5.</b> *Explore relationships between operations using calculators. (A) (2b. 3c. 6a.)	4.1 Tenths, pp. 72-73 4.2 Hundredths, pp. 74-75 4.3 Dollars, Dimes, and Pennies, pp. 76-77 4.4 Nickels and Quarters, pp. 78-79
<b>6.</b> Develop algorithms for addition and subtraction using appropriate manipulatives for any numbers less than 1000. (I-C-P-A) (2b. 3c.)	2.1 Addition and Subtraction Families, pp. 36-37 2.2 Adding Two-Digit Numbers, pp. 38-39 2.3 Using Estimation in Addition, pp. 40-41 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43 2.5 Regrouping Two-Digit Numbers for Subtraction, pp. 44-45 2.6 Subtraction of Three- and Four-Digit Numbers, pp. 46-47 2.7 Subtraction with Zeros, pp. 48-49 2.8 Addition and Subtraction Word Problems, pp. 50-51
<b>7.</b> Add any two or more numbers less than 1000. (I-C-P-A) (2b.)	2.1 Addition and Subtraction Families, pp. 36-37 2.2 Adding Two-Digit Numbers, pp. 38-39 2.3 Using Estimation in Addition, pp. 40-41 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43
<b>8.</b> Subtract two numbers less than 1000. (I-C-P- A) (2b.)	2.5 Regrouping Two-Digit Numbers for Subtraction, pp. 44-45 2.6 Subtraction of Three- and Four-Digit Numbers, pp. 46-47 2.7 Subtraction with Zeros, pp. 48-49 2.8 Addition and Subtraction Word Problems, pp. 50-51
<b>9.</b> Automatize all multiplication facts through ten. (A) (2b. 3c.)	3.1 Meaning of Multiplication, pp. 54-55 3.2 Multiplication Facts of 2, 5, and 10, pp. 56-57 3.3 Multiplication Facts of 3 and 6, pp. 58-59 3.4 Multiplication Facts of 4 and 8, pp. 60-61 3.5 Multiplication Facts of 7 and 9, pp. 62-63
<b>10.</b> Add or subtract fractions with like or unlike denominators using models. (I-C-P) (3a. 3c.)	<b>Level D</b> 4.5 Addition of Fractions with Like Denominators, pp. 80-81 4.6 Subtraction of Fractions with Like Denominators, pp.

<b>Grade 3 enVision Curriculum Content Scope and Sequence</b>	<b><i>Math Elevations</i> (Level C) Math Grade 3 Teacher's Guide Examples/Lessons</b>
	82-83 4.8 Addition and Subtraction of Fractions with Unlike Denominators, pp. 86-87
<b>11.</b> Add or subtract decimals (.1 and .01) using models, such as money and decimal squares. (I-C- P-A) (2b. 3c. 4c.)	4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87
<b>12.</b> Develop an algorithm for addition and subtraction of decimals (.1 and .01) using models. (I-C-P-A) (2b. 3c.)	4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87
<b>13.</b> *Use calculators in appropriate computation situations (A) (3c.)	2.5 Regrouping Two-Digit Numbers for Subtraction, pp. 44-45 3.1 Meaning of Multiplication, pp. 54-55 3.8 Multiplication and Division Word Problems, pp. 68-69 4.1 Tenths, pp. 72-73 4.2 Hundredths, pp. 74-75 4.3 Dollars, Dimes, and Pennies, pp. 76-77 4.4 Nickels and Quarters, pp. 78-79
<b>14.</b> Estimate sums and differences using a variety of techniques. (I-C-P-A) (1a. 3c. 3d.)	2.3 Using Estimation in Addition, pp. 40-41 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43 2.5 Regrouping Two-Digit Numbers for Subtraction, pp. 44-45 2.6 Subtraction of Three- and Four-Digit Numbers, pp. 46-47 2.7 Subtraction with Zeros, pp. 48-49 4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87
<b>15.</b> Justify and record various estimation strategies. (I-C-P-A) (2a. 3c. 3d.)	2.3 Using Estimation in Addition, pp. 40-41 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43 2.5 Regrouping Two-Digit Numbers for Subtraction, pp. 44-45 2.6 Subtraction of Three- and Four-Digit Numbers, pp.

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	46-47 2.7 Subtraction with Zeros, pp. 48-49 4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87
<b>16.</b> Determine the reasonableness of sums and differences using estimation. (I-C-P-A) (3c. 3d.)	2.3 Using Estimation in Addition, pp. 40-41 2.4 Adding Three- and Four-Digit Numbers, pp. 42-43 2.5 Regrouping Two-Digit Numbers for Subtraction, pp. 44-45 2.6 Subtraction of Three- and Four-Digit Numbers, pp. 46-47 2.7 Subtraction with Zeros, pp. 48-49 4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87
<b>17.</b> Use estimation, approximation or mental computation to solve problems where exact answers are NOT required. (I-C-P-A) (3c. 3d.)	4.6 Making Change, pp. 82-83
<b>18.</b> *Use calculators to examine patterns/sequences to make conjectures about multiplication facts and more complex/sophisticated number patterns. (A) (1c. 3a. 3c. 6a.)	3.8 Multiplication and Division Word Problems, pp. 68-69 5.4 Number Patterns, pp. 96-97 5.5 Number Machines, pp. 98-99 5.8 Word Problem Patterns, pp. 104-105
<b>19.</b> Explore addition/subtraction of decimals and addition/subtraction of whole numbers. Discuss similarities. (I-C-P-A) (2b. 3c. 6a.)	2.4 Adding Three- and Four-Digit Numbers, pp. 42-43 2.6 Subtraction of Three- and Four-Digit Numbers, pp. 46-47 2.8 Addition and Subtraction Word Problems, pp. 50-51 4.7 Addition and Subtraction of Money, pp. 84-85 4.8 Money Word Problems, pp. 86-87

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<p><b>20.</b> Explore the commutative and associative properties, the property of one in multiplication, and the zero identity of addition and multiplication and explore why they do not hold for subtraction. (I-C-P-A) (3b. 6b.)</p>	<p>2.1 Addition and Subtraction Families, pp. 36-37 2.7 Subtraction with Zeros, pp. 48-49 3.1 Meaning of Multiplication, pp. 54-55</p>
<b>DATA ANALYSIS AND CHANCE</b>	
<p><b>Data Collection and Organization</b> <b>Graphing</b> <b>Statistics</b> <b>Probability</b> <b>Appropriate Technology (indicated by asterisk)</b></p>	<p><b>Level C</b> <b>Unit 8 – Probability, Data Analysis, and Graphs</b> <b>Level D</b> <b>Unit 8 – Data Analysis, Statistics, and Probability</b> <b>Level E</b> <b>Unit 8 – Probability, Data Analysis, and Graphs</b></p>
<p><b>1.</b> Collect data, construct, interpret and discuss graphs (picto and bar), tables and charts. (I-C-P-A) (1a. 1b. 2a. 2b. 5a.)</p>	<p>8.1 Tally Charts, pp. 144-145 8.2 Reading Charts and Tables, pp. 146-147 8.3 Pictographs, pp. 148-149 8.4 Simple Bar Graphs, pp. 150-151 8.5 Bar Graphs with a Scale, pp. 152-153</p>
<p><b>2.</b> Interpret graphs made by classmates or found in newspapers and books. (I-C-P-A) (1a. 1b. 2b. 5a.)</p>	<p>8.3 Pictographs, pp. 148-149 8.4 Simple Bar Graphs, pp. 150-151 8.5 Bar Graphs with a Scale, pp. 152-153</p>
<p><b>3.</b> Interpret and discuss circle graphs. (I-C-P-A) (1a. 1b. 2a. 2b. 5a.)</p>	<p><b>Level E</b> 8.8 Circle Graphs, pp. 158-159</p>
<p><b>4.</b> Write story problems using information from a graph. (I-C-P-A) (1a. 2a. 2b.)</p>	<p>8.3 Pictographs, pp. 148-149 8.4 Simple Bar Graphs, pp. 150-151 8.5 Bar Graphs with a Scale, pp. 152-153</p>
<p><b>5.</b> Predict, test and compile data as to which event is most likely or least likely to happen given appropriate information. (I-C-P-A) (5a.)</p>	<p>8.6 Likelihood, pp. 154-155 8.7 Probability, pp. 156-157 8.8 Fair and Unfair Games, pp. 158-159</p>

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<p><b>6.</b> *Explore the notion of probability with calculators and computer software. (I-C-P-A) (5a.)</p>	<p>8.7 Probability, pp. 156-157 8.8 Fair and Unfair Games, pp. 158-159</p>
<p><b>7.</b> *Explore statistics, such as mean, median and mode using manipulatives and calculators. (I-C-P-A) (5a.)</p>	<p><b>Level D</b> 8.2 Mode and Mean, pp. 146-147 <b>Level E</b> 8.4 Mode, Mean, and Range, pp. 150-151 8.5 The Mean, pp. 152-153</p>
<p><b>8.</b> Keep a record of data collection, analysis and chance. (I-C-P-A) (5a.)</p>	<p>8.6 Likelihood, pp. 154-155 8.7 Probability, pp. 156-157 8.8 Fair and Unfair Games, pp. 158-159</p>
<p><b>GEOMETRY AND MEASUREMENT</b></p>	
<p><b>Two Dimensional Three Dimensional Congruency &amp; Similarity Transformations Patterns Measurement Temperature Time Appropriate Technology (indicated by asterisk)</b></p>	<p><b>Level C</b> <b>Unit 6 – Geometry</b> <b>Unit 7 – Measurement</b> <b>Level D</b> <b>Unit 6 – Measurement</b> <b>Unit 7 – Geometry</b> <b>Level E</b> <b>Unit 6 – Measurement</b> <b>Unit 7 – Geometry</b></p>
<p><b>1.</b> Draw, make and explore using manipulatives squares/diamonds, triangles, rectangles, circles, rhombus, hexagons, trapezoids, kites and parallelograms. (I-C-P-A) (4a. 4b.)</p>	<p><b>Level C</b> 6.3 Plane Figures, pp. 112-113 <b>Level D</b> 7.3 Classifying Polygons, pp. 130-131 <b>Level E</b> 6.4 Area of Parallelograms, pp. 114-115 7.2 Lines, pp. 128-129 7.7 Classifying Quadrilaterals, pp. 138-139</p>

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2. Use the terms point, line and line segment in describing 2-dimensional figures. (I-C- P-A) (4a.)	6.1 Lines and Angles, pp. 108-109
3. Name and identify angles as acute, obtuse, and right and straight. (I-C-P-A) (4a.)	<b>Level D</b> 7.1 Types of Angles, pp. 126-127
4. *Draw figures and angles using LOGO on the computer and using paper and pencil. (I- C-P-A)	<b>Level D</b> 7.1 Types of Angles, pp. 126-127
5. Separate a given shape into smaller shapes. (I-C-P-A) (4b.)	6.5 Lines of Symmetry, pp. 116-117
6. Make a shape that can be made from 3 smaller shapes. (I-C-P-A) (4b.)	6.6 Solid Figures, pp. 118-119 6.7 Solid Figures and Their Nets, pp. 120-121 <b>Level D</b> 7.7 Solid Figures, pp. 138-139
7. Name, make and describe cylinders, cones, cubes, spheres, and pyramids. (I-C-P-A) (4a.)	6.6 Solid Figures, pp. 118-119 6.7 Solid Figures and Their Nets, pp. 120-121 6.8 Volume, pp. 122-123
8. Construct 3-dimensional figures. Discuss edges, faces and vertices. (I-C-P-A) (4b.)	6.6 Solid Figures, pp. 118-119 6.7 Solid Figures and Their Nets, pp. 120-121
9. Match figures for congruency and explain why they are congruent. (I-C-P-A) (2a. 4a.)	6.4 Congruent Figures, pp. 114-115
10. Discuss figures with lines of symmetry. (I-C-P-A) (2a. 4a.)	6.5 Lines of Symmetry, pp. 116-117
11. Draw a congruent figure using many methods. (I-C-P-A) (4a.)	6.4 Congruent Figures, pp. 114-115

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<b>12.</b> Draw line segments in lines. (I-C-P-A) (4a.)	6.1 Lines and Angles, pp. 108-109 6.2 Types of Lines, pp. 110-111
<b>13.</b> Measure lengths of objects to nearest half- inch, quarter-inch and centimeter. (I-C-P-A) (4c.)	7.2 Length (Customary Units), pp. 128-129 7.3 Length (Metric), pp. 130-131
<b>14.</b> Regroup inches to feet and centimeters to meters. (I-C-P-A)	7.8 Appropriate Units, pp. 140-141
<b>15.</b> *Explore perimeter of shapes using rulers and computer software. (I-C-P-A)	7.4 Perimeter, pp. 132-133
<b>16.</b> After developing a standard unit of measure, estimate, record and measure the area of rectangular regions. (I-C-P-A) (4c. 3d.)	7.5 Area, pp. 134-135
<b>17.</b> Estimate the area of irregular shapes. (I-C-P-A) (3d.)	7.5 Area, pp. 134-135 <b>Level D</b> 6.3 Area and Perimeter of Irregular Polygons, pp. 112-113
<b>18.</b> Estimate and measure weight using pounds and/or kilograms. (I-C-P-A) (4c. 3d.)	7.6 Weight, pp. 136-137 7.8 Appropriate Units, pp. 140-141
<b>19.</b> Estimate and measure capacity using quarts, gallons, and liters. (I-C-P-A) (4c. 3d.)	7.7 Capacity, pp. 138-139 7.8 Appropriate Units, pp. 140-141
<b>20.</b> Read thermometers in Fahrenheit and Celsius. (I-C-P-A) (4c.)	N/A
<b>21.</b> Tell time to the nearest minute. (I-C-P-A) (4c.)	7.1 Time, pp. 126-127

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<b>22.</b> Explore the addition of hour and half-hour time intervals. (I-C-P-A) (4c.)	7.1 Time, pp. 126-127