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STANDARDS	PAGE REFERENCES
NUMBER AND OPERATIONS	
Understand and use number notation and place value	
<p>N.ME.03.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.</p> <p>G3-FP1/G3-FP7C</p>	<p>Student Edition: 24-26, 28-30 Chapter Test 63 #7-#10 Data File 30 Extra Practice R2, R3 Mid-Chapter Check 31 #6, #7, #10 Real-World Example 25, 29 Study Guide and Review 58 Test Practice 64 #2</p> <p>Teacher Edition: A 27; ATS 29; IWO 28B</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 5-6, 27-28, 29-30, 31</p> <p>Teacher Guide: T5-T6, T27-T28, T29-T30, T31</p>

Codes used for Teacher Edition pages are the initial caps of headings on that page.

Correlation codes beginning with “G3” refer to the Focal Point. Full descriptions of the Focal Points are located in the front matter of the *Math Connects* Teacher Edition.

STANDARDS	PAGE REFERENCES
<p>N.ME.03.02 Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is $2000+500+10+7$; 4 hundreds and 2 ones is 402.</p> <p>G3-FP1/G3-FP7C</p>	<p>Student Edition: 24-26, 28-30 Chapter Test 63 #5, #6, #8, #9, #18 Data File 30 Example 24, 28 Extra Practice R2, R3 H.O.T. Problems 27, 30 Mid-Chapter Check 31 #4, #5, #7-9, #11-14 Real-World Example 25, 29 Study Guide and Review 58 Test Practice 65 #7, #9</p> <p>Teacher Edition: AE 25; IWO 24B, 28B; SGO 24B, 28B; T 24</p>
<p>N.ME.03.03 Compare and order numbers up to 10,000.</p> <p>G3-FP1/G3-FP7C</p>	<p>Student Edition: 34-36, 38-40 Chapter Test 63 #12-#15 Extra Practice R3, R4 H.O.T. Problems 37, 41 Real-World Example 34, 35, 38, 39 Study Guide and Review 60 Test Practice 37, 41</p> <p>Teacher Edition: A 37, 41; AE 35, 39; ATS 36; CE 40; I 38; SGO 34B; T 34, 38</p>
	<p>Count in steps, and understand even and odd numbers</p>
<p>N.ME.03.04 Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: <i>Explore</i> 157-158 Real-World Example 159, 168, 174, 204, 206</p> <p>Teacher Edition: A 216; T 214; TOD 216</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 3-4, 5-6, A1-A2</p> <p>Teacher Guide: T3-T4, T5-T6, A3-A4</p>

STANDARDS	PAGE REFERENCES
<p>N.ME.03.05 Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.</p> <p>G3-FP1/G3-FP4C/G3-FP7C</p>	<p>Student Edition: Are You Ready 16 #13, #14 Concepts and Skills R64 Real-World Example 264</p> <p>Michigan Map for Success: Lesson 1 (MI 25)</p>
<p>Add and subtract whole numbers</p>	
<p>N.FL.03.06 Add and subtract fluently two numbers through 999 with regrouping and through 9,999 without regrouping.</p> <p>G3-FP7C</p>	<p>Student Edition: 78-80, 92-94, 111-113, 128-130 Data File 80 Example 79 Explore 90-91, 126-127 Extra Practice R6-R10 Hands-On Mini Activity 78 H.O.T. Problems 131 Real-World Example 78, 92, 93, 111, 112, 128, 129 Real-World Problem Solving 113, 130</p> <p>Teacher Edition: ATS 79; CE 129; SGO 78B, 111B, 128B; T 92, 111, 128</p> <p>Impact Mathematics Grade 3 Student Edition: 3-4, 27-28</p> <p>Teacher Guide: T3-T4, T27-T28</p>
<p>N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.</p> <p>G3-FP7C</p>	<p>Student Edition: 74-76, 114-116 Data File 116 Extra Practice R6, R8 H.O.T. Problems 77, 117 Test Practice 77, 117</p> <p>Teacher Edition: A 77; AE 75, 115; ATS 75, 115; CE 116; FMB 74A, 114A; IWO 74B</p>

STANDARDS	PAGE REFERENCES
<p>N.FL.03.08 Use mental strategies to fluently add and subtract two-digit numbers.</p> <p>G3-FP7C</p>	<p>Student Edition: 70-80, 111-113 Facts Practice R42-R45 H.O.T. Problems 80 Real-World Example 78, 79, 111, 112</p> <p>Teacher Edition: ATS 79, 112; NM 113; T 78, 111</p>
Multiply and divide whole numbers	
<p>N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because $3 \times 8 = 24$, we know that $24 \div 8 = 3$ or $24 \div 3 = 8$; express a multiplication statement as an equivalent division statement.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: 258-260, 265 #1, #2, #8, #9 Chapter Test 289 #4-7 Example 259, 317 Explore 256-257 Extra Practice R17 H.O.T. Problems 261 Mid-Chapter Check 269 #7, #10-13 Real-World Example 258, 300, 312 Study Guide and Review 285 Test Practice 290 #3, #8, #12</p> <p>Teacher Edition: AE 259; ATS 259; I 264; IWO 258B, 316B; T 258</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 7-8, 9-10, 11, A1-A2</p> <p>Teacher Guide: T7-T8, T9-T10, T11, A3-A4</p>

STANDARDS	PAGE REFERENCES
<p>N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding “How many groups?” and “How many in a group?” and write mathematical statements to represent those situations.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: 157-158, 162-166, 168-170, 186-188, 203-205, 253-255, 256-257, 264-268, 270-273, 297-299, 300-303, 313-314, 316-319</p> <p>Chapter Test 195 #12, 245 #5, #13, #22, 289 #10, 327 #14, #16, #17</p> <p>Test Practice 196 #5, #8, #10, 246 #6, 290 #2, #7, 328 #1, #3, #5, #8, #10-12</p> <p>Teacher Edition: ATS 263</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 3-4, 5-6, 7-8, 9-10, 11-12, A1-A2</p> <p>Teacher Guide: T3-T4, T5-T6, T7-T8, T9-T10, T11-T12, A3-A4</p>
<p>N.FL.03.11 Find products fluently up to 10×10; find related quotients using multiplication and division relationships.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: 162-164, 168-169, 174-176, 178-180, 203-205, 206-208, 214-216, 218-220, 222-224, 258-260</p> <p>Example 259</p> <p>Extra Practice R11-R17</p> <p>Facts Practice 177, 189, 210, 225, R46-R49</p> <p>H.O.T. Problems 261</p> <p>Real-World Example 162, 163, 168, 174, 175, 178, 179, 203, 204, 206, 207, 214, 215, 218, 219, 222, 223, 258</p> <p>Teacher Edition: AE 259; ATS 163, 169, 175, 179, 204, 215, 259; IWO 162B, 168B, 174B, 178B, 203B, 218B, 258B; T 258</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 3-4, 5-6, 7-8, 9-10, 11-12, 17-18, 21-22, 27-28, 29-30, 31-32, A1-A2, A10</p> <p>Teacher Guide: T3-T4, T5-T6, T7-T8, T9-T10, T11-T12, T17-T18, T21-T22, T27-T28, T29-T30, T31-T32, A3-A4, A11-A12</p>

STANDARDS	PAGE REFERENCES
<p>N.MR.03.12 Find solutions to open sentences, such as $7 \times \quad = 42$ or $12 \div \quad = 4$, using the inverse relationship between multiplication and division.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: 207 #5-8, 208 #23-26, 215 #5-7, 216 #26-31, 220 #23-26, 224 #27-32, 259 #1, #2, 260 #8-11</p> <p>Are You Ready 294 Extra Practice R17 Mid-Chapter Check 217 #8, #9, 269 #8-11</p> <p>Impact Mathematics Grade 3 Student Edition: 16, 37 Teacher Guide: T16, T38</p>
<p>N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., 500×6, or $400 \div 8$.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: 635-637, 644-647</p> <p>Looking Ahead LA6-LA9 Extra Practice R39 Real-World Example 635, 636 Study Guide and Review 663</p> <p>Teacher Edition: A 637; ATS 636; IWO 635B; SGO 206B; T 635 ELL 640B</p> <p>Impact Mathematics Grade 3 Student Edition: 5, 21-22 Teacher Guide: T21-T22</p>
<p>N.MR.03.14 Solve division problems involving remainders, viewing the remainder as the “number left over”; interpret based on problem context, e.g., when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: H.O.T. Problems 308</p> <p>Teacher Edition: Teach 312 SGO 253B, 306B, 312B FMB 300A, 312A</p> <p>Michigan Map for Success: Lesson 2 (MI 27)</p>

STANDARDS	PAGE REFERENCES
Problem-solving with whole numbers	
<p>N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve.</p> <p>G3-FP1/G3-FP4C</p>	<p>Student Edition: 262-263</p> <p>Chapter Test 105 #6, #7, 151 #7, #13, #14, 195 #12, 245 #5, #13, #22, 289 #10, 327 #14, #16, #17</p> <p>Real-World Math 87, 123, 183, 227, 275, 311</p> <p>Test Practice 106 #1, #2, #7, #12, 152 #2, #6, #8-10, #13, #14, 196 #8, 290 #2, #7, 328 #1, #3, #5, #8, #10-12, 418 #3</p> <p>Teacher Edition: ATS 263; IWO 262B; T 262</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 3-4, 8, 9-10, 11-12, 15-16, 17-18, 19-20, 23-24, 27-28, 29-30, 31-32, 33-34, 37-38, 41-42, 43-44, A1-A2, A5-A6, A10, A14</p> <p>Teacher Guide: T3-T4, T9-T10, T11-T12, T15-T16, T17-T18, T19-T20, T23-T24, T27-T28, T29-T30, T31-T32, T33-T34, T37-T38, T41-T42, T43-T44, A3-A4, A7-A8, A11-A12, A15-A16</p>

STANDARDS	PAGE REFERENCES
Understand simple fractions, relation to the whole, and addition and subtraction of fractions	
<p>N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 561-563 Big Idea 556 Chapter Test 595 #5, #7 Example 562 Explore 559-560 Extra Practice R34 H.O.T. Problems 563 Mid-Chapter Check 577 #1-6 Real-World Example 561, 562 Remember 562 Study Guide and Review 591 #7-10 Test Practice 596 #1, #5, #10</p> <p>Teacher Edition: A 563; AE 562; ATS 562; CE 563; ELL 561B; I 561; IWO 561B; R 556G; S 556H; SS 556H</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 41-42, 67-68, 69-70, 71-72, 73-74, 75-76, A26</p> <p>Teacher Guide: T41-T42, T69-T70, T71-T72, T73-T74, T75-T76, A27-A28</p>
<p>N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 572-573 Example 572 Explore 570-571</p> <p>Teacher Edition: ATS 573; I 572; SGO 572B; T 572</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 69-70, 71-72, 76, 79-80, A29-A30</p> <p>Teacher Guide: T69-T70, T71-T72, T76-T77, T79-T80, A31-A32</p>

STANDARDS	PAGE REFERENCES
<p>N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 584-586 Example 585 Explore 570-571 H.O.T. Problems 587 Real-World Example 584</p> <p>Teacher Edition: ATS 585; I 584; IWO 580B; T 584</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 79-80, 81-82, 83-84, 85-86, A29-A30</p> <p>Teacher Guide: T79-T80, T81-T82, T83-T84, T85, T86, A31-A32</p>
<p>N.ME.03.19 Understand that any fraction can be written as a sum of unit fractions, e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 561-563, 565-566, 572-573, 585, 580-582, 587 #27, LA10-LA13 Explore 559-560, 570</p> <p>Teacher Edition: T 581</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 71-72</p> <p>Teacher Guide: T71-T72</p>
<p>N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 584-586, 618-620 Chapter Test 629 #16 Explore 616-617 Key Concepts 618 Real-World Example 619 Study Guide and Review 627</p> <p>Teacher Edition: A 621; AE 619; T 618</p>

STANDARDS	PAGE REFERENCES
Understand simple decimal fractions in relation to money	
<p>N.ME.03.21 Understand and relate decimal fractions to fractional parts of a dollar, e.g., $\frac{1}{2}$ dollar = \$ 0.50; $\frac{1}{4}$ dollar = \$0.25.</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 618-620 Chapter Test 629 #16 Explore 616-617 Key Concepts 618 Real-World Example 619 Study Guide and Review 627</p> <p>Teacher Edition: A 621; AE 619; T 618</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 73-74, 75-76, A26</p> <p>Teacher Guide: T73-T74, T75-T76, A27</p>
MEASUREMENT	
Measure and use units for length, weight, temperature and time	
<p>M.UN.03.01 Know and use common units of measurements in length, weight, and time.</p> <p>G3-FP5C</p>	<p>Student Edition: 378-380, 386-388, 438-440 Extra Practice R24, R25, R28 Real-World Example 378, 379, 386, 387, 439, 454</p> <p>Teacher Edition: ATS 380, 388, 439, 455; CE 380; TOD 389, 441</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 87-88, 89-90, 91-92, 93-94, 95-96, A33-A34</p> <p>Teacher Guide: T89-T90, T91-T92, T93-T94, T95-T96, A35-A36</p>

STANDARDS	PAGE REFERENCES
<p>M.UN.03.02 Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.</p> <p>G3-FP5C</p>	<p>Student Edition: 440 #20 378-381, 386-389, 425-427, 432-434, 438-441, 444-447, 454-455</p> <p>Teacher Edition: CE 440</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 87-88, 89-90, 91-92, 93-94, 95-96, A33-A34</p> <p>Teacher Guide: T89-T90, T91-T92, T93-T94, T95-T96, A35-A36</p> <p>Michigan Map for Success: Lessons 5, 6, 7, 8 (MI 35 – MI 47)</p>
<p>M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.</p> <p>G3-FP5C</p>	<p>Student Edition: 378, 380 #1-4, #10-17, 386, 388 #1-4, #9-14, 438, 439 #1-6, 440 #8-18, 444, 446 Chapter Test 417 #5-9, #15, 461 #9, #10, #12-14 Mid-Chapter Check 391 #3-7, #10-14 Real-World Example 378, 386, 387, 439, 444 Study Guide and Review 413, 414, 459</p> <p>Teacher Edition: ATS 380, 388, 439, 446; IWO 378B</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 91-92, 93-94, 95-96</p> <p>Teacher Guide: T91-T92, T93-T94, T95-T96</p>
<p>M.UN.03.04 Know benchmark temperatures such as freezing (32°F, 0°C); boiling (212°F, 100°C); and compare temperatures to these, e.g., cooler, warmer.</p> <p>G3-FP5C</p>	<p>Student Edition: 408-410 Example 409 Remember 409 Study Guide and Review 416</p> <p>Teacher Edition: A 411; FMB 408A; TOD 411</p>

STANDARDS	PAGE REFERENCES
Understand meaning of area and perimeter and apply in problems	
<p>M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.</p> <p>G3-FP5C</p>	<p>Student Edition: 392-394, 398 Chapter Test 417 #16 Example 393 Hands-On Mini Activity 392 H.O.T. Problems 395 Key Concepts 392 Study Guide and Review 415 Test Practice 417 #16</p> <p>Teacher Edition: NM 395</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 45-46, 47-48, 49-50, A18</p> <p>Teacher Guide: T47-T48, T49-T50, A19-A20</p>
<p>M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.</p> <p>G3-FP5C</p>	<p>Student Edition: 398-400 Are You Ready 372 Chapter Test 417 #14 Explore 396-397 Extra Practice R25 Study Guide and Review 415 Test Practice 401, 418 #7</p> <p>Teacher Edition: AE 399; ATS 399; I 398; IWO 398B; SGO 398B; T 398</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 51-52, 53-54, A18</p> <p>Teacher Guide: T51-T52, T53-T54, A19-A20</p>

STANDARDS	PAGE REFERENCES
<p>M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context.</p> <p>G3-FP5C</p>	<p>Student Edition: 380 #1-4, #10-17, 388 #1-4, #9-14, LA19 #4, LA20 #12, LA21 #22</p> <p>Real-World Example 378, 386, 387, LA19</p> <p>Teacher Edition: ATS 380, 388; CE 380, 400; FMB 378A; IWO 378B, 386B; T 378, 386; TOD 389</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 45-46, 47-48, 51-52, 53-54, 55-56</p> <p>Teacher Guide: T47-T48, T51-T52, T53-T54, T55-T56</p>
<p>M.UN.03.08 Visualize and describe the relative sizes of one square inch and one square centimeter.</p> <p>G3-FP5C</p>	<p>Student Edition: Explore 396-397</p> <p>Teacher Edition: IWO LA18B</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 47-48</p> <p>Teacher Guide: T47-T48</p> <p>Michigan Map for Success: Lesson 3 (MI 29)</p>
<p>Estimate perimeter and area</p>	
<p>M.TE.03.09 Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.</p> <p>G3-FP5C</p>	<p>Student Edition: Explore 396-397 Hands-On Mini Activity 392</p> <p>Teacher Edition: CE 400</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 47-48</p> <p>Teacher Guide: T47-T48</p> <p>Michigan Map for Success: Lesson 3 (MI 29)</p>

STANDARDS	PAGE REFERENCES
Solve measurement problems	
<p>M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.</p> <p>G3-FP5C</p>	<p>Student Edition: Chapter Test 417 #10, 461 #11 Test Practice 463 #7</p> <p>Teacher Edition: CE 440</p>
<p>M.PS.03.11 Add and subtract money in dollars and cents.</p> <p>G3-FP7C/G3-FP1</p>	<p>Student Edition: Concepts and Skills R65</p> <p>Impact Mathematics Grade 3 Student Edition: 73-74</p> <p>Teacher Guide: T73-T74</p>
<p>M.PS.03.12 Solve applied problems involving money, length, and time.</p> <p>G3-FP7C/G3-FP1</p>	<p>Student Edition: H.O.T. Problems 85</p> <p>Mixed Problem Solving 33 #1, #5-7, 89 #1, #3, 132 #1, #3-5, #8, 185 #2-4, 229 #2, #6, 277 #3, #8, 321 #1, #5, #6, #8, 355 #2, #6-8, 403 #2, #4, 437 #2, #5, #7, #9, #10, 487 #5, #7, 569 #1, #2, #6, #8, #9, 623 #2-4, #6, 649 #2, #7</p> <p>Real-World Math 123, 405, 443</p> <p>Impact Mathematics Grade 3 Student Edition: 47-48, 49-50, 73-74, 89-90, 91-92, 93-94, A18</p> <p>Teacher Guide: T47-T48, T49-T50, T73-T74, T89-T90, T91-T92, T93-T94, A19-A20</p>
<p>M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.</p> <p>G3-FP2/G3-FP5C</p>	<p>Student Edition: 394 #12-15, 400 #16, #17, 623 #2, LA20 #12, #13</p> <p>Data File 394</p> <p>Test Practice 419 #13</p> <p>Impact Mathematics Grade 3 Student Edition: 47-48, 49-50, 51-52, 53-54, 55-56, A18</p> <p>Teacher Guide: T47-T48, T49-T50, T51-T52, T53-T54, T55-T56, A19-A20</p>

STANDARDS	PAGE REFERENCES
GEOMETRY	
Recognize the basic elements of geometric objects	
<p>G.GS.03.01 Identify points, line segments, lines, and distance.</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: Concepts and Skills R68</p>
<p>G.GS.03.02 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: Concepts and Skills R70</p>
<p>G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: 467-470</p> <p>Teacher Edition: ATS 469; ELL 467B</p>
Name and explore properties of shapes	
<p>G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices.</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: 472-475 Example 473 Extra Practice R29 H.O.T. Problems 475 Real-World Example 472 Real-World Problem Solving 475</p> <p>Teacher Edition: A 475; ATS 473; ELL 472B; I 472; SGO 472B; T 472; TOD 475</p>
<p>G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: 472-474 Application of: LA22-LA25 Real-World Math 499 #4</p> <p>Teacher Edition: FMB LA22A</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 61</p>

STANDARDS	PAGE REFERENCES
Explore and name three-dimensional solids	
<p>G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: 467-470 Chapter Test 507 #1, #2, #7 Example 467, 468 Extra Practice R29 H.O.T. Problems 470 Key Concepts 467 Mid-Chapter Check 483 #1-4, #8 Study Guide and Review 501 Test Practice 509 #8, #9, #12</p> <p>Teacher Edition: AE 468; ATS 469; ELL 467B; I 467; IWO 467B; T 467</p> <p>Michigan Map for Success: Lesson 4 (MI 32)</p>
<p>G.SR.03.07 Represent front, top, and side views of solids built with cubes.</p> <p>G3-FP3/G3-FP5C</p>	<p>Student Edition: 450-452 Explore 449</p> <p>Michigan Map for Success: Lesson 4 (MI 32)</p>
DATA AND PROBABILITY	
Use bar graphs	
<p>D.RE.03.01 Read and interpret bar graphs in both horizontal and vertical forms.</p> <p>G3-FP6C</p>	<p>Student Edition: 529 #3, #4, 530 #8-15, 533 #1, #2, 534 #5-12 Extra Practice R33 Real-World Example 529, 532, 533 Real-World Math 541 Study Guide and Review 551 Test Practice 535, 539, 554 #1</p> <p>Teacher Edition: SGO 532B; T 532; TOD 535</p> <p>Impact Mathematics Grade 3 Student Edition: 103-104, 106, 107-108 Teacher Guide: T103-T104, T105-T106, T107-T108</p>

STANDARDS	PAGE REFERENCES
<p>D.RE.03.02 Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.</p> <p>G3-FP6C</p>	<p>Student Edition: 527, 535 #16, #17 Think About It 527</p> <p>Teacher Edition: ATS 529; CE 530; T 526</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 106, A38</p> <p>Teacher Guide: A39</p>
<p>D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.</p> <p>G3-F1/G3-FP4C/G3-FP6/G3-FP7C</p>	<p>Student Edition: 140 #23-25, 180 #22-24, 529 #3-5, 530 #8-15, 534 #5-12 Real-World Example 532, 533 Real-World Math 541 Real-World Problem Solving 130, 340 Study Guide and Review 551 Test Practice 554 #1</p> <p>Teacher Edition: TOD 535</p> <p>Impact Mathematics Grade 3</p> <p>Student Edition: 103-104, 106, 107-108</p> <p>Teacher Guide: T103-T104, T105-T106, T107-T108</p>