

**Grace Christian Academy
Course Description**

Course Title: 3rd Grade Math
Course Length: Full Year

Class Meetings (Per Week): Daily
Textbooks: Math 3 for Christian Schools;
BJU Press.

General Course Description: Activities and drills to learn the math concepts required for third grade.

Biblical Principles:

The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God. (Genesis 6:14-16, Numbers 14:29-33, 26:64-65)

Mathematical study should result in greater appreciation of the works of God in His creation. (Psalms 8:3-9, Colossians 1:16-17)

The Bible consistently mentions mathematical functions and concepts. Our understanding of math is founded in the Word of God itself and enhanced by the descriptions used in the Word. The use of mathematics in God's Word is more than numbers; they are principles of life and godliness surrounding each principle. From giving God what belongs to Him to being just in our measurements, there are overriding principles to govern our attitudes, motives & actions.

*Counting: Teach us to number our days aright, that we may gain a heart of wisdom. (Psalms 90:12)
And the very hairs on your head are all numbered. (Matthew 10:30)*

Calendar Skills: Man's days are determined; you have decreed the number of his months and have set limits he cannot exceed. (Job 14:5)

Addition and Subtraction: Do not add to what I command you and do not subtract from it, but keep the commands of the Lord your God that I give you. (Deuteronomy 4:2)

Multiplication: May the Lord your God multiply the troops a hundred times over, and may the eyes of my lord the king see it. (II Samuel 24:3)

Division: You are to divide it equally among them. Because I swore with uplifted hand to give it to your forefathers, this land will become your inheritance. (Ezekiel 47:14)

Fractions: If the owner wants to redeem the animal, he must add a fifth to its value. (Leviticus 27:13)

Place Value: I have taken great pains to provide for the temple of the Lord a hundred thousand talents of gold, a million talents of silver... (I Chronicles 22:14)

Time: It is interesting to note that although we can give a reason to divide time into hours in a day, days in a month, and length in a year, there is no natural reason to have a seven day week. By the seventh day God had finished the work he had been doing: so on the seventh day He rested from all His work. And God blessed the seventh day and made it holy... (Genesis 2:2-3)

Money: "Show me the coin used for paying the tax," They brought him a denarius, and he asked them. "Whose portrait is this? "Give to Caesar what is Caesar's, and to God what is God's."(Matt 19:20)

Decimal and Percentages: "Bring the whole tithe into the storehouse, that there may be food in my house... Test me in this, " says the Lord Almighty, "and see if I will not throw open the floodgates of Heaven and pour out so much blessing that you will not have room enough for it." (Malachi 3:10-11)

Measurement: I was given a reed like a measuring rod and was told, "Go and measure the temple as God and the altar and count the worshippers there." (Revelation 11:1)

General Course Content:

1st Quarter:

Adding and subtracting to 20 and adding strategies
Place value to 1000
Addition: Two and three digit numbers
Metric measurement
Subtraction: Two and three digit numbers

2nd Quarter:

Place value to 1,000,000
Adding and subtracting to 10,000 with checking
Fractions
Multiplication facts through 5's
Division below 5

3rd Quarter:

Time and money
Multiplication above 5
Standard measurement
Division above 5
Geometry

4th Quarter:

Two place multiplication
Fractions and decimal fractions
Division
Time and money

Related Student Objectives/Learner Objectives:

The student will learn:

1. To complete a bar graph
2. To develop a plan to solve a word problem
3. To complete addition facts with sums
4. To define the principles of addition
5. To apply the zero principle
6. To identify the facts that are doubled
7. To describe the adding strategy
8. To group principles of addition
9. To identify the appropriate fact strategy to aid in remembering addition facts

10. To demonstrate place value to 1,000
11. To identify ways to write and express numbers
12. To identify greater than sign $>$
13. To identify less than sign $<$
14. To identify equal to sign $=$
15. To identify the greater than expanded form
16. To match the number on the path with the correct number word or expanded form in the box
17. To demonstrate knowledge of the three forms of a number: standard, number word, and expanded form
18. To solve word problems using the necessary information
19. To solve two step word problems
20. To identify odd and even numbers
21. To describe place value
22. To round numbers to the nearest 10
23. To identify the number of ones, tens, hundreds, thousands, ten hundred thousand, and hundred thousands in a six digit number
24. To rename and solve a problem
25. To show an understanding of rounding numbers to hundreds place
26. To rename 10 hundreds as 1 thousand
27. To work a problem using front end estimation
28. To rename 1 ten as 10 ones
29. To estimate the difference of a subtraction problem
30. To subtract two-digit numbers with and without the remaining of 1 ten as 10 ones
31. To write an equation for a word problem
32. To estimate the answers by using front end estimation
33. To accurately apply FRONT end estimates to 5 problems
34. To subtract a 3 digit number by renaming in hundreds position
35. To demonstrate understanding of a Palindrome such as 404
36. To display understanding of subtraction of three digits by renaming &/or borrowing from hundreds place
37. To define ways to express number in expanded form, standard form, and number word form
38. To recognize and write numbers in three ways
39. To apply five steps for solving a word problem
40. To solve a word problems, write the equation, solve the problem, and label the answer
41. To show an understanding of the concepts of the unit by scoring 80% or above
42. How to solve problems and how to check for their accuracy
43. To demonstrate using front end estimations to see if their answer is correct
44. To use rounding technique before solving a problem
45. To solve accurately four digit subtraction problems
46. To round off numbers correctly
47. To write an equation from word problems
48. To define numerator and denominator
49. To demonstrate an equivalent fraction
50. To distinguish if one fraction is larger than, lesser than, or equal to another fraction
51. To demonstrate the addition of fractions
52. To use a number line to complete the facts

53. The Order Principle and apply it
54. To apply the Order Principle to match the Facts
55. To master the times tables
56. To identify the dividend, divisor, and quotient and illustrate them using a cube
57. To demonstrate division facts with 2 or 3 as the divisor
58. To write a division equation for a set of pictures
59. To write an equation for a word problem
60. To solve a missing factor equation
61. To make sets of 4 or 5 within a group of objects
62. To tell and write time to the nearest five minute interval
63. To write the different times in hours and minutes between two clocks
64. To write the amount of money on a page which shows many different coins of different values
65. To tell how much money is left after purchasing an item
66. To figure out the magic square by using addition and subtraction
67. To prove their understanding of time and money by getting 85% accuracy on test
68. To master the 0-5 multiplication facts
69. To master the 0-6 multiplication facts
70. To solve word problems
71. To use multiplication facts with 1-8 as factors
72. To demonstrate making equal sets and writing a word problem
73. To create and learn how to use a multiplication facts table
74. To identify the multiplication-addition principle and when to apply it
75. To demonstrate mastery of the multiplication-addition principle
76. To identify with the order principle and apply it successfully
77. To solve a multiplication equation having 3 factors and demonstrate an understanding of it by using plastic blocks to illustrate
78. To read, complete and use a table to solve word and 2 step problems 2 step problems
79. To identify in inches how long an item is
80. To identify correct unit needed to measure an object, the meaning of capacity, how to apply it
81. To use their best estimate to solve a problem
82. To identify the equation needed to solve a word problem
83. To demonstrate measuring inches into feet, feet into yards, yards into miles
84. To identify cups, pints, quarts, and gallons
85. To demonstrate complete division facts with 1-5 as divisors
86. To write a division equation for a word problem
87. To make sets of 6 within a group of objects
88. To complete a division fact with 7 as the divisor
89. To use repeated subtraction to complete a division fact
90. To identify different shapes
91. To identify the corners in a circle as angles
92. To identify square corners in a circle as right angles
93. To demonstrate different shapes on a geo board
94. To identify shapes by the number of line segments in the shape
95. To identify figures that are similar, congruent, and have symmetry
96. To identify the way to find the perimeter of an object
97. To use an inch ruler to measure sides of a figure and to write an equation to find the perimeter

98. To write the monetary amounts using the dollar sign and the decimal point
99. To multiply amounts of money less than one dollar by one digit
100. To rename 10 hundreds as one thousand
101. To identify a picture from a pictograph
102. To compare like and unlike fractions using the lesser than, greater than, equals to signs
103. To read and write numbers
104. To write a fraction for part of a set of objectives
105. To identify the digits in tens place, ones place, and tenths place
106. To identify digits in the hundreds place, tens place, ones place, tenths place & hundredths place
107. *To solve addition problems with four digit numbers*
108. To display equivalent for part of a whole
109. To read and write mixed numbers
110. To write a fraction or mixed number as a decimal
111. To solve problems using a coordinate graph

Presentation Method:

- Hands on learning
- Manipulatives
- Games
- Workbook

Evaluation and Grading Methods:

- Written test at end of each unit
- Worksheet grades
- Homework grades
- Teacher Observation
- Grading Scale:

100-90%	A	E = Exceeds Expectations
89-80%	B	M = Meets Expectations
79-70%	C	N = Needs Further Development
69-60%	D	
59-0%	F	

Enrichment and/or Supplemental Activities:

- Daily math word problems
- Daily timed fact drill
- Measurement activities
- Enrichment activities for advanced students