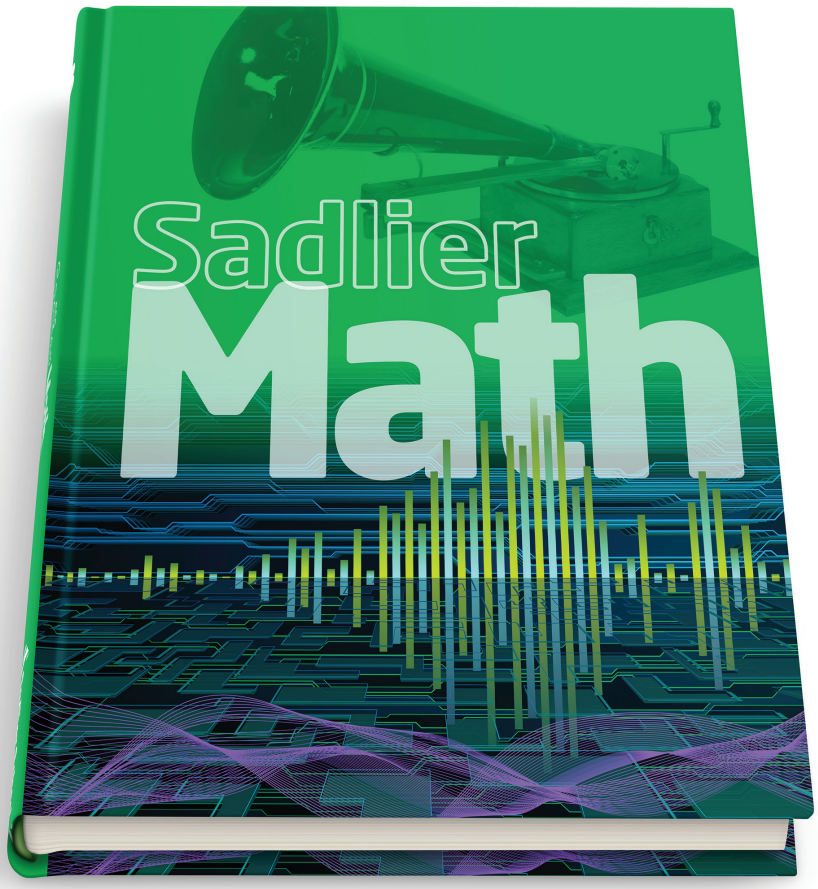
Sadlier Math™

Correlation to the Minnesota Academic Standards in Mathematics

Grade 3



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NUMBER & OPERATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.	
3.1.1.1 Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks.	**Chapter 1: 1-1 & 1-2** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (Write numbers to 1000 using base-ten numerals, number names, and expanded form; TE Develop Concepts: Model 3-Digit Numbers with Base Ten Models) • 1-2 Understand the Number Line—pp. 4–5 (Understand how to use a number line; TE Develop Concepts: Number Lines) See also Grade 4 (beyond 1000) **Chapter 1: 1-1 through 1-4** • 1-1 Thousands—pp. 2–3 (Read and write numbers to thousands; TE Develop Concepts: Modeling Place Value) • 1-2 What Is One Million?—pp. 4–5 (Use place value to understand millions; TE Develop Concepts: Place Value of 1) • 1-3 Millions—pp. 6–7 (Read and write numbers in millions using numerals and number names; TE Develop Concepts: Number Periods and Place Value) • 1-4 Expanded Form—pp. 8–9 (Read and write numbers in expanded form; TE Develop Concepts: Values of Digits in a Number)
3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones. *For example:* Writing 54,873 is a shorter way of writing the following sums: 5 ten thousands + 4 thousands + 8 hundreds + 7 tens + 3 ones 54 thousands + 8 hundreds + 7 tens + 3 ones.	
3.1.1.3 Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit. Find 100 more or 100 less than a given four- or five-digit number.	Related content **Chapter 2: 2-2** • 2-2 Explore Addition Patterns—pp. 24–25 (Find addition patterns in an addition table; TE Develop Concepts: Explore the Addition Table) **Chapter 5: 5-5** • 5-5 Multiply by 10—pp. 98–99 (Fluently multiply whole numbers by 10; TE Develop Concepts: Skip Counting by 10s)
3.1.1.4 Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences. *For example:* 8726 rounded to the nearest 1000 is 9000, rounded to the nearest 100 is 8700, and rounded to the nearest 10 is 8730. *Another example:* 473 – 291 is between 400 – 300 and 500 – 200, or between 100 and 300.	**Chapter 1: 1-4 & 1-5** • 1-4 Round Numbers to the Nearest Ten—pp. 10–11 (Round numbers to the nearest ten using number lines or place-value concepts; TE Develop Concepts: Which Tens Number is Closer?) • 1-5 Round Numbers to the Nearest Hundred—pp. 12–13 (Round numbers to the nearest 100 using number lines or place-value concepts; TE Develop Concepts: Which Hundred is Closer?)
3.1.1.5 Compare and order whole numbers up to 100,000.	**Chapter 1: 1-3** • 1-3 Compare and Order Numbers—pp. 6–7 (Compare and order 3-digit numbers using a number line and place value; TE Develop Concepts: Comparing and Ordering)

NUMBER & OPERATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve real-world and mathematical problems using arithmetic.	
3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.	**Chapter 2: 2-1 through 2-8** • 2-1 Use Addition Properties—pp. 22–23 (Identify and understand the properties of addition; TE Develop Concepts: Properties of Addition) • 2-2 Explore Addition Patterns—pp. 24–25 (Find addition patterns in an addition table; TE Develop Concepts: Explore the Addition Table) • 2-3 Estimate Sums—pp. 26–27 (Estimate sums to 1000 using rounding and front-end estimation; TE Develop Concepts: Compare Estimation Methods) • 2-4 Add with Partial Sums—pp. 30–31 (Use partial sums to add 3-digit numbers; TE Develop Concepts: Explore Partial Sums) • 2-5 Use Place Value to Add: Regroup Once—pp. 32–33 (Add two 3-digit numbers by regrouping ones or tens; TE Develop Concepts: Regrouping During Addition) • 2-6 Use Place Value to Add: Regroup Twice—pp. 34–35 (Add two 3-digit numbers by regrouping ones and tens; TE Develop Concepts: Explore Place Value and Addition) • 2-7 Add with Three or More Addends—pp. 36–37 (Find the sum of three or more addends up to 1000; TE Develop Concepts: Explore 2-Digit Column Addition) • 2-8 Problem Solving: Use a Model—pp. 38–39 (Solve word problems by using a model to organize the information; TE Develop Concepts: Bar Models) **Chapter 3: 3-1 through 3-6** • 3-1 Estimate Differences—pp. 46–47 (Estimate differences by rounding and using front-end estimation; TE Develop Concepts: Compare Estimation Methods for Subtraction) • 3-2 Relate Addition and Subtraction—pp. 48–49 (Use the relationship between addition and subtraction to help solve problems; TE Develop Concepts: Bar Models) • 3-3 Subtract with Partial Differences—pp. 50–51 (Subtract 3-digit numbers using partial differences; TE Develop Concepts: Explore Subtraction) • 3-4 Subtract Three-Digit Numbers—pp. 54–55 (Subtract 3-digit numbers using regrouping; TE Develop Concepts: Model Subtraction Using Base Ten Blocks) • 3-5 Subtract Across Zeros—pp. 56–57 (Subtract 3-digit numbers when the minuend has zeros; TE Develop Concepts: Regrouping with Base Ten Blocks) • 3-6 Problem Solving: Read and Understand—pp. 58–59 (Use the relationship between addition and subtraction to solve problems; TE Develop Concepts: Identify One- and Two-Step Problems)
3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results. *For example:* The calculation 117 – 83 = 34 can be checked by adding 83 and 34.	

NUMBER & OPERATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.	**Chapter 4: 4-1 through 4-7** • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 • 4-2 Represent Multiplication on a Number Line—pp. 68–69 • 4-3 Represent Multiplication as Arrays—pp. 70–71 • 4-4 Multiply with the Commutative Property—pp. 74–75 • 4-5 Represent Division by Sharing—pp. 76–77 • 4-6 Represent Division by Repeated Subtraction—pp. 78–79 • 4-7 Problem Solving: Write an Equation—pp. 80–81 **Chapter 5: 5-1 through 5-8** • 5-1 Multiply by 2—pp. 88–89 • 5-2 Multiply by 5—pp. 90–91 • 5-3 Multiply by 9—pp. 92–93 • 5-4 Multiply by 1 and 0—pp. 96–97 • 5-5 Multiply by 10—pp. 98–99 • 5-6 Find Patterns in the Multiplication Table—pp. 100–101 • 5-7 Solve for Unknowns—pp. 102–103 • 5-8 Problem Solving: Compare Models—pp. 104–105 **Chapter 6: 6-1 through 6-11** • 6-1 Break Apart to Multiply—pp. 112–113 • 6-2 Multiply by 3—pp. 114–115 • 6-3 Multiply by 4—pp. 116–117 • 6-4 Multiply by 6—pp. 118–119 • 6-5 Multiply by 7—pp. 120–121 • 6-6 Multiply by 8—pp. 122–123 • 6-7 Use a Bar Model to Multiply—pp. 126–127 • 6-8 Problem Solving: Make a Table—pp. 128–129 • 6-9 Use the Associative Property to Multiply—pp. 130–131 • 6-10 Find More Multiplication Patterns—pp. 132–133 • 6-11 Multiply by Multiples of 10—pp. 134–135 **Chapter 7: 7-1 through 7-6** • 7-1 Relate Multiplication and Division—pp. 142–143 • 7-2 Divide by 2—pp. 144–145 • 7-3 Divide by 3—pp. 146–147 • 7-4 Divide by 4—pp. 150–151 • 7-5 Divide by 5—pp. 152–153 • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 **Chapter 8: 8-1 through 8-8** • 8-1 Divide by 6—pp. 162–163 • 8-2 Divide by 7—pp. 164–165 • 8-3 Divide by 8—pp. 166–167 • 8-4 Divide by 9—pp. 168–169 • 8-5 One and Zero in Division—pp. 172–173 • 8-6 Problem Solving: Work Backward—pp. 174–175 • 8-7 Fact Families—pp. 176–177 • 8-8 Use Facts to Solve Problems—pp. 178–179
3.1.2.4 Solve real-world and mathematical problems involving multiplication and division, including both “how many in each group” and “how many groups” division problems.. *For example:* You have 27 people and 9 tables. If each table seats the same number of people, how many people will you put at each table? *Another example:* If you have 27 people and tables that will hold 9 people, how many tables will you need?	

NUMBER & OPERATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.1.2.5 Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties. *For example:* 9 × 26 = 9 × (20 + 6) = 9 × 20 + 9 × 6 = 180 + 54 = 234.	See Grade 4 **Chapter 5: 5-1 through 5-6** • 5-1 Multiply with Regrouping—pp. 88–89 (Use regrouping to multiply two numbers; TE Develop Concepts: Multiplication with Money) • 5-2 Use Properties to Multiply by One-Digit Numbers—pp. 90–91 (Use properties to multiply efficiently; TE Develop Concepts: Using Properties to Make Multiplication Simpler) • 5-3 Use Area Models to Multiply by One-Digit Numbers—pp. 92–93 (Multiply by one-digit numbers using area models; TE Develop Concepts: Arrays) • 5-4 Multiply Three- and Four-Digit Numbers—pp. 96–97 (Multiply three- and four-digit numbers by one-digit numbers; TE Develop Concepts: Multiply Using Expanded Form) • 5-5 Multiplicative and Additive Comparisons—pp. 98–99 (Solve problems that involve multiplicative and additive comparisons; TE Develop Concepts: Illustrate Comparisons) • 5-6 Problem Solving: Guess and Test—pp. 100–101 (Solve problems by using a variety of strategies, including guess and test; TE Develop Concepts: Guess the Factor)
Understand meanings and uses of fractions in real-world and mathematical situations.	
3.1.3.1 Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line. *For example:* Parts of a shape (3/4 of a pie), parts of a set (3 out of 4 people), and measurements (3/4 of an inch).	**Chapter 9: 9-1 through 9-7** • 9-1 Understand Equal Parts—pp. 188–189 (Determine if a shape is divided into equal parts and name the number of equal parts; TE Develop Concepts: Equal Shares) • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; TE Develop Concepts: How Many Equal Parts?) • 9-3 Find Unit Fractions on a Number Line—pp. 192–193 (Find unit fractions on a number line; TE Develop Concepts: Numbers on a Number Line) • 9-4 Name Fractions of a Whole—pp. 196–197 (Name fractions of a whole; TE Develop Concepts: How Many Parts?) • 9-5 Find Fractions on a Number Line—pp. 198–199 (Name and plot fractions using a number line; TE Develop Concepts: Building Numbers on a Number Line) • 9-6 Use a Fraction to Find the Whole—pp. 200–201 (Given a fractional part, find the whole; TE Develop Concepts: Follow-up on Fractions) • 9-7 Problem Solving: Use a Model—pp. 202–203 (Identify fractions by using models; TE Develop Concepts: Describe a Situation Represented by a Model)
3.1.3.2 Understand that the size of a fractional part is relative to the size of the whole. *For example:* One-half of a small pizza is smaller than one-half of a large pizza, but both represent one-half.	**Chapter 9: 9-1 & 9-2** • 9-1 Understand Equal Parts—pp. 188–189 (Determine if a shape is divided into equal parts and name the number of equal parts; TE Develop Concepts: Equal Shares) • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; TE Develop Concepts: How Many Equal Parts?)

NUMBER & OPERATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.1.3.3 Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.	**Chapter 10: 10-4 through 10-6** • 10-4 Compare Fractions with the Same Denominator—pp. 218–219 (Compare fractions with the same denominator; TE Develop Concepts: Comparing Whole Numbers on Number Lines) • 10-5 Compare Fractions with the Same Numerator—pp. 220–221 (Compare fractions with the same numerator; TE Develop Concepts: Compare Unit Fractions) • 10-6 Order Fractions—pp. 222–223 (Order fractions; TE Develop Concepts: Comparing Fractions)

ALGEBRA

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Use single-operation input-output rules to represent patterns and relationships and to solve real world and mathematical problems.	
3.2.1.1 Create, describe, and apply single-operation input-output rules involving addition, subtraction and multiplication to solve problems in various contexts. *For example:* Describe the relationship between number of chairs and number of legs by the rule that the number of legs is four times the number of chairs.	**Chapter 2: 2-2** • 2-2 Explore Addition Patterns—pp. 24–25 (Find addition patterns in an addition table; TE Develop Concepts: Explore the Addition Table) **Chapter 4: 4-2** • 4-2 Represent Multiplication on a Number Line—pp. 68–69 (Represent multiplication by skip counting on a number line; TE Develop Concepts: Modeling Repeated Addition on a Number Line) **Chapter 5: 5-6** • 5-6 Find Patterns in the Multiplication Table—pp. 100–101 (Find and use patterns in the multiplication table; TE Develop Concepts: Using a Multiplication Table) See also Grade 4 **Chapter 7: 7-5** • 7-5 Number Patterns—pp. 138–139 (Make a number pattern, and find features of patterns; input-output tables; TE Develop Concepts: Patterns and Relationships)
Use number sentences involving multiplication and division basic facts and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	
3.2.2.1 Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences. *For example:* The number sentence $8 \times m = 24$ could be represented by the question "How much did each ticket to a play cost if 8 tickets totaled $24?"	**Chapter 4: 4-7** • 4-7 Problem Solving: Write an Equation—pp. 80–81 (Write equations to solve problems involving multiplication and division; TE Develop Concepts: Explore Equations) **Chapter 5: 5-7** • 5-7 Solve for Unknowns—pp. 102–103 (Find the unknown in a multiplication equation; TE Develop Concepts: Strategies for Fluency) *continued*

ALGEBRA

Grade 3 Content Standards	*Sadlier Math*, Grade 3
	Chapter 11: 11-6 • 11-6 Problem Solving: Write an Equation—pp. 244–245 (Write one-step equations to solve problems; TE Develop Concepts: Use a Bar Model to Represent a Situation)
3.2.2.2 Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true. *For example:* For example: Find values of the unknowns that make each number sentence true $6 = p \div 9$ $24 = a \times b$ $5 \times 8 = 4 \times t$. *Another example*: How many math teams are competing if there is a total of 45 students with 5 students on each team? This situation can be represented by $5 \times n = 45$ or $\frac{45}{5} = n$ or $\frac{45}{n} = 5$.	**Chapter 5: 5-1 through 5-8** • 5-1 Multiply by 2—pp. 88–89 (Fluently multiply whole numbers by 2; TE Develop Concepts: Counting by 2s on a Number Line) • 5-2 Multiply by 5—pp. 90–91 (Fluently multiply whole numbers by 5; TE Develop Concepts: Finding Patterns in 5s) • 5-3 Multiply by 9—pp. 92–93 (Fluently multiply whole numbers by 9; TE Develop Concepts: Patterns in 9s Facts) • 5-4 Multiply by 1 and 0—pp. 96–97 (Fluently multiply whole numbers by 1 and 0; TE Develop Concepts: Representing Groups of 1 and 0) • 5-5 Multiply by 10—pp. 98–99 (Fluently multiply whole numbers by 10; TE Develop Concepts: Skip Counting by 10s) • 5-6 Find Patterns in the Multiplication Table—pp. 100–101 (Find and use patterns in the multiplication table; TE Develop Concepts: Using a Multiplication Table) • 5-7 Solve for Unknowns—pp. 102–103 (Find the unknown in a multiplication equation; TE Develop Concepts: Strategies for Fluency) • 5-8 Problem Solving: Compare Models—pp. 104–105 (Use and compare models to help fluently multiply within 100; TE Develop Concepts: Identifying Factors and Products in a Problem) **Chapter 6: 6-1 through 6-11** • 6-1 Break Apart to Multiply—pp. 112–113 (Apply the Distributive Property as a strategy to multiply; TE Develop Concepts: Break Apart Numbers) • 6-2 Multiply by 3—pp. 114–115 (Fluently multiply whole numbers by 3; TE Develop Concepts: Skip Count to Multiply) • 6-3 Multiply by 4—pp. 116–117 (Use doubles of known facts for 2 to multiply by 4; TE Develop Concepts: How Much of the Multiplication Table Should You Know?) • 6-4 Multiply by 6—pp. 118–119 (Fluently multiply whole numbers by 6; TE Develop Concepts: What Are Doubles?) • 6-5 Multiply by 7—pp. 120–121 (Fluently multiply whole numbers by 7; TE Develop Concepts: Use What You Know to Find a Product) • 6-6 Multiply by 8—pp. 122–123 (Fluently multiply whole numbers by 8; TE Develop Concepts: How to Practice the Facts) • 6-7 Use a Bar Model to Multiply—pp. 126–127 (Use bar models to solve multiplication word problems within 100; TE Develop Concepts: Bar Models and Addition) • 6-8 Problem Solving: Make a Table—pp. 128–129 (Solve two-step word problems by making a table to organize the information; TE Develop Concepts: Relate Information in a Two-Step Problem) • 6-9 Use the Associative Property to Multiply—pp. 130–131 (Use the Associative Property of Multiplication to multiply; TE Develop Concepts: Use the Associative Property to Add) • 6-10 Find More Multiplication Patterns—pp. 132–133 (Find and use patterns in the multiplication table; TE Develop Concepts: Explore the Multiplication Table) • 6-11 Multiply by Multiples of 10—pp. 134–135 (Multiply one-digit numbers by multiples of 10; TE Develop Concepts: What Is a Multiple of 10?)

ALGEBRA

Grade 3 Content Standards	*Sadlier Math*, Grade 3
	Chapter 7: 7-1 through 7-6 • 7-1 Relate Multiplication and Division—pp. 142–143 (Use related multiplication and division facts to solve problems; TE Develop Concepts: Grouping in Division) • 7-2 Divide by 2—pp. 144–145 (Divide whole numbers by 2; TE Develop Concepts: Modeling Division by Sharing) • 7-3 Divide by 3—pp. 146–147 (Divide whole numbers by 3; TE Develop Concepts: Equal Groups of 2 or 3) • 7-4 Divide by 4—pp. 150–151 (Divide whole numbers by 4; TE Develop Concepts: Equal Groups of 2, 3, or 4) • 7-5 Divide by 5—pp. 152–153 (Divide whole numbers by 5; TE Develop Concepts: Equal Groups of 5) • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 (Solve division word problems by using a drawing; TE Develop Concepts: Describe a Situation Represented by a Drawing) **Chapter 8: 8-1 through 8-9** • 8-1 Divide by 6—pp. 162–163 (Divide whole numbers by 6; TE Develop Concepts: Equal Groups of 6—connecting cubes) • 8-2 Divide by 7—pp. 164–165 (Divide whole numbers by 7; TE Develop Concepts: Equal Groups of 7—connecting cubes) • 8-3 Divide by 8—pp. 166–167 (Divide whole numbers by 8; TE Develop Concepts: Equal Groups of 8—connecting cubes) • 8-4 Divide by 9—pp. 168–169 (Divide whole numbers by 9; TE Develop Concepts: Equal Groups of 9—connecting cubes) • 8-5 One and Zero in Division—pp. 172–173 (Use 1 and 0 in division; TE Develop Concepts: One and Zero Properties of Division) • 8-6 Problem Solving: Work Backward—pp. 174–175 (Solve multistep word problems by working backward; TE Develop Concepts: Develop a Plan for Problem Solving) • 8-7 Fact Families—pp. 176–177 (Identify multiplication and division fact families; TE Develop Concepts: Relating Facts) • 8-8 Use Facts to Solve Problems—pp. 178–179 (Fluently multiply and divide within 100 to solve word problems; TE Develop Concepts: Identifying Necessary Information for Problem Solving) • 8-9 Use Order of Operations—pp. 180–181 (Use the order of operations to solve problems with multiple operations; TE Develop Concepts: Chain Operations)

GEOMETRY & MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Use geometric attributes to describe and create shapes in various contexts.	
3.3.1.1 Identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids.	**Chapter 14: 14-3** • 14-3 Draw Quadrilaterals—pp. 298–299 (Draw quadrilaterals that are not rectangles, rhombuses, or squares; TE Develop Concepts: Draw Parallel Lines and Right Angles)

GEOMETRY & MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.3.1.2 Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.	**Chapter 14: 14-3** • 14-3 Draw Quadrilaterals—pp. 298–299 (Draw quadrilaterals that are not rectangles, rhombuses, or squares; TE Develop Concepts: Draw Parallel Lines and Right Angles
Understand perimeter as a measurable attribute of real-world and mathematical objects. Use various tools to measure distances.	
3.3.2.1 Use half units when measuring distances. *For example:* Measure a person's height to the nearest half inch.	**Chapter 11: 11-1** • 11-1 Measure Length—pp. 232–233 (Measure lengths to the nearest quarter and half inch; TE Develop Concepts: Use Measuring Tools for Length)
3.3.2.2 Find the perimeter of a polygon by adding the lengths of the sides.	**Chapter 16: 16-1 through 16-6** • 16-1 Understand Perimeter—pp. 332–333 (Find the perimeter of polygons that are shown on grids; TE Develop Concepts: Explore Distance Around a Shape) • 16-2 Find Perimeter—pp. 334–335 (Find the perimeter of polygons; TE Develop Concepts: Explore Squares and Rectangles) • 16-3 Find Unknown Side Lengths—pp. 336–337 (Find the unknown side lengths of a polygon when given the perimeter; TE Develop Concepts: Explore Side Lengths) • 16-4 Problem Solving: Compare Strategies—pp. 340–341 (Solve problems in two ways by using different strategies and comparing them; TE Develop Concepts: Analyze Strategies) • 16-5 Same Perimeter, Different Areas—pp. 342–343 (Find rectangles that have the same perimeter and different areas; TE Develop Concepts: Explore Perimeter and Area) • 16-6 Same Area, Different Perimeters—pp. 344–345 (Find rectangles that have the same area and different perimeters; TE Develop Concepts: Explore Area and Perimeter)
3.3.2.3 Measure distances around objects. *For example:* Measure the distance around a classroom, or measure a person's wrist size.	Related content **Chapter 11: 11-1** • 11-1 Measure Length—pp. 232–233 (Measure lengths to the nearest quarter and half inch; TE Develop Concepts: Use Measuring Tools for Length) **Chapter 16: 16-1** • 16-1 Understand Perimeter—pp. 332–333 (Find the perimeter of polygons that are shown on grids; TE Develop Concepts: Explore Distance Around a Shape)
Use time, money and temperature to solve real-world and mathematical problems.	
3.3.3.1 Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute. *For example:* Your trip began at 9:50 a.m. and ended at 3:10 p.m. How long were you traveling?	**Chapter 13: 13-1 through 13-5** • 13-1 Tell Time to the Minute—pp. 276–277 (Read and write time to the minute; TE Develop Concepts: Recall Telling Time) • 13-2 Measure Elapsed Time—pp. 278–279 (Measure time intervals in hours and minutes; TE Develop Concepts: Explore 1 Minute) • 13-3 Find Start and End Times—pp. 282–283 (Find the start or end time of an event given one time and the elapsed time; TE Develop *continued*

GEOMETRY & MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
	Concepts: Number Lines and Time) • 13-4 Operations with Time—pp. 284–285 (Solve word problems involving addition and subtraction of time intervals in minutes; TE Develop Concepts: Decide What to Find and Do for Time Problems) • 13-5 Problem Solving: Use Logical Reasoning—pp. 286–287 (Solve problems, including those involving time, using logical reasoning; TE Develop Concepts: Analyze Problem Situations)
3.3.3.2 Know relationships among units of time. *For example:* Know the number of minutes in an hour, days in a week and months in a year.	**Chapter 13: 13-1** • 13-1 Tell Time to the Minute—pp. 276–277 (Read and write time to the minute; minutes, hours; TE Develop Concepts: Recall Telling Time) See also **Chapter 13** • Professional Development Activity 2: Vocabulary Development: Units of Time—p. 275E
3.3.3.3 Make change up to one dollar in several different ways, including with as few coins as possible. *For example:* A chocolate bar costs $1.84. You pay for it with $2. Give two possible ways to make change.	See Grade 2 **Chapter 12: 12-1 through 12-8** • 12-1 Pennies, Nickels, and Dimes—pp. 497–500 (Find the value of a group of coins consisting of pennies, nickels, and dimes; TE Develop Concepts: Exploring Coins) • 12-2 Quarters—pp. 501–504 (Find the value of a group of coins consisting of pennies, nickels, dimes, and quarters; TE Develop Concepts: Exploring Quarters) • 12-3 Equal Amounts—pp. 505–508 (Show amounts of money in more than one way using pennies, nickels, dimes, and quarters; TE Develop Concepts: Counting Coins) • 12-4 Compare Money—pp. 509–512 (Compare an amount of money to the cost of an item; TE Develop Concepts: Explore Comparing Money) • 12-5 Make Change—pp. 513–516 (Find the amount of change needed, given the price and amount paid; TE Develop Concepts: Finding the Difference in Amounts) • 12-6 Add and Subtract Money—pp. 517–520 (Add and subtract amounts of money; TE Develop Concepts: Reviewing Addition and Subtraction) • 12-7 One Dollar—pp. 521–524 (Count and find amounts of coins equal to a dollar; TE Develop Concepts: Exploring Dollars) • 12-8 Paper Money—pp. 525–528 (Find the value of a group of bills; TE Develop Concepts: Counting Tens)
3.3.3.4 Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius. *For example:* Read the temperature in a room with a thermometer that has both Fahrenheit and Celsius scales. Use the thermometer to compare Celsius and Fahrenheit readings.	See Grade 4 **Chapter 15: 15-4** • 15-4 Temperature—pp. 330–331 (Solve problems involving temperature; TE Develop Concepts: Scales as Measurement)

DATA ANALYSIS

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Collect, organize, display, and interpret data. Use labels and a variety of scales and units in displays.	
3.4.1.1 Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.	**Chapter 12: 12-1 through 12-8** • 12-1 Read Picture Graphs—pp. 252–253 (Read and interpret scaled picture graphs; TE Develop Concepts: Using Cubes to Represent Objects) • 12-2 Make Picture Graphs—pp. 254–255 (Make a scaled picture graph using data; TE Develop Concepts: Review the Parts of a Picture Graph) • 12-3 Read Bar Graphs—pp. 256–257 (Read a scaled bar graph; TE Develop Concepts: Use a Number Line to Understand Scale) • 12-4 Make Bar Graphs—pp. 258–259 (Create a scaled bar graph from data; TE Develop Concepts: Determining Scale) • 12-5 Data and Two-Step Problems—pp. 260–261 (Solve two-step problems using a scaled bar graph; TE Develop Concepts: Using Data to Answer Questions) • 12-6 Problem Solving: Compare Models—pp. 264–265 (Compare different models to use for representing data; TE Develop Concepts: The Purpose of Graphing) • 12-7 Read Line Plots—pp. 266–267 (Read and interpret a line plot; TE Develop Concepts: Making an Ordered List) • 12-8 Make Line Plots—pp. 268–269 (Make a line plot; TE Develop Concepts: Representing Data Using Line Plots)