

Hazard Independent Schools

Curriculum Map/Pacing Guide

School: Roy G. Eversole Grade: 3rd Subject: Math

Operations & Algebraic Thinking

KY Standard	Skill/I Can Statements	Topic/Timeframe	Vocabulary	Resources
<p>3.OA.1: Interpret and demonstrate products of whole numbers, e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p>	<p>Skill: Represent and solve problems involving multiplication and division.</p> <ul style="list-style-type: none"> ● I can multiply to find the product. ● I can interpret the product of whole numbers as a total number of objects in a group. 	<p>Topics 1 & 2 (enVision Math/Savvas Curriculum)</p> <p>1st and 2nd quarters</p>	<p>Multiplication Equal groups Factors Product Equations Unknown Number line Array Rows Columns Commutative Property Multiples Identity property Zero property</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers</p>
<p>3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Skill: Understand properties of multiplication and the relationship between multiplication and division.</p> <ul style="list-style-type: none"> ● I can multiply and divide within 100. ● I can solve word problems using equal groups, arrays, and measurement quantities. ● I can draw a picture to represent a word problem 	<p>Topics: 1, 2, 3, 4, 5, 7, 10, 14 & 16 (enVision Math/Savvas Curriculum)</p> <p>1st and 2nd quarters</p>	<p>Multiplication Equal groups Factors Product Equations Unknown Number line Array Rows Columns</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines</p>

	<ul style="list-style-type: none"> I can write an equation with a symbol for an unknown number. 		Commutative Property Multiples Identity property Zero property	Graph paper Crayons Cubes Place value blocks Dry erase boards/markers
3.OA.5: Apply properties of operations as strategies to multiply and divide. Commutative Property, Associative Property, Distributive Property	Skill: Understand properties of multiplication and the relationship between multiplication and division. <ul style="list-style-type: none"> I can multiply and divide within 100. I can explain the properties of multiplication and division. I can apply properties of multiplication and division as strategies to solve problems. 	Topics: 1, 2, 3, & 4 (enVision Math/Savvas Curriculum) 1 st and 2 nd quarter	Multiplication Equal groups Factors Product Equations Unknown Number line Array Rows Columns Commutative Property Multiples Identity property Zero property Distributive property	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers
3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies.	Skill: Solve problems involving the four operations. Represent these problems using a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Topics: 4,7,8,9, 10, 11 & 16 (enVision Math/Savvas Curriculum) 2 nd and 3 rd quarter	Fact Family Dividend Divisor Quotient	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper

				Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
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Operations & Algebraic Thinking

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3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By	Skill: Multiply and divide within 100. <ul style="list-style-type: none"> I can memorize all multiplication facts through 12's. I can analyze a multiplication or division problem to choose the 	Topics: 2, 3, 4, 5, 6, 8, 9, 11, 14, & 16. (enVision Math/Savvas Curriculum) 1 st , 2 nd , 3 rd , & 4 th quarters	Multiplication Equal groups Factors Product Equations Unknown	EnVision tools and videos Flocabulary

<p>the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>correct strategy to build fluency through 12's.</p>		<p>Number line Array Rows Columns Commutative Property Multiples Identity property Zero property Distributive property Fact Family Dividend Divisor Quotient</p>	<p>Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
<p>3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>	<p>Skill: Solve problems involving the four operations and identify and explain patterns in arithmetic.</p> <ul style="list-style-type: none"> ● I can identify numerical patterns ● I can use the properties of operations to explain pattern rules. ● I can explain the relationships between the numbers in a pattern. 	<p>Topics: 2, 3, 4,5 & 8 (enVision Math/Savvas Curriculum)</p> <p>1st and 2nd quarters</p>	<p>Multiplication Equal groups Factors Product Equations Unknown Number line Array Rows Columns Commutative Property Multiples Identity property Zero property Distributive property</p>	<p>EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks</p>

			Fact Family Dividend Divisor Quotient	Dry erase boards/markers Colored pencils
3.OA.4: Determine the unknown whole number in multiplication or division equations relating three whole numbers.	<p>Skill: Represent and solve problems involving multiplication and division.</p> <ul style="list-style-type: none"> • I can multiply and divide within 100. • I can determine whether to multiply or divide to find the unknown whole number. • I can solve to find the unknown number in multiplication or division 	<p>Topics: 4 & 6 (enVision Math/Savvas Curriculum)</p> <p>2nd and 3rd quarters</p>	Fact Family Dividend Divisor Quotient Area Unit square Square unit Estimate	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
3.OA.2: Interpret whole-number quotients of whole numbers as objects in each share.	<p>Skill: Represent and solve problems involving multiplication and division.</p> <ul style="list-style-type: none"> • I can identify the divisor, dividend, and quotient. • I can explain division. 	<p>Topics 1 & 5 (enVision Math/Savvas Curriculum)</p> <p>1st and 2nd quarter</p>	Multiplication Equal groups Factors Product Equations Unknown Number line	<p>EnVision tools and videos</p> <p>Flocabulary</p>

	<ul style="list-style-type: none"> I can interpret and explain quotients. 		Array Rows Columns Commutative Property Multiples Identity property Zero property Distributive property Fact Family Dividend Divisor Quotient	Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
3.OA.6: Understand division as an unknown factor problem.	Skill: Understand properties of multiplication and the relationship between multiplication and division. <ul style="list-style-type: none"> I can identify multiplication and division fact families. I can identify the unknown factor in a multiplication problem. I can use multiplication to solve division problems. I can recognize and explain how multiplication and division are related. 	Topic 4 (enVision Math/Savvas Curriculum) 2 nd quarter	Fact Family Dividend Divisor Quotient	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks

				Dry erase boards/markers Colored pencils
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Number & Operations in Base Ten

KY Standard	Skill/I Can Statements	Topic/Timeframe	Vocabulary	Resources
3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	Skill: Define rounding in relation to place value. Round a whole number to the nearest 10. Round a whole number to the nearest 100. <ul style="list-style-type: none"> I can use place value understanding to round whole numbers to the nearest 10 or 100. 	Topic 8 (enVision Math/Savvas Curriculum) 2 nd and 3 rd quarters	Associative property Identity property Commutative property Open number line Inverse operations Round Place value	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers

				Colored pencils
<p>3.NBT.A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>Skills: Know strategies and algorithms for adding and subtracting within 1,000. Fluently add and subtract with 1,000.</p> <ul style="list-style-type: none"> I can fluently add and subtract within 1000 using strategies and algorithms 	<p>Topics 8, 9, 11, 14 & 16. (enVision Math/Savvas Curriculum)</p> <p>2nd and 3rd quarters</p>	<p>Associative property</p> <p>Identity property</p> <p>Commutative property</p> <p>Open number line</p> <p>Inverse operations</p> <p>Round</p> <p>Place value</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters</p> <p>Number lines</p> <p>Graph paper</p> <p>Crayons</p> <p>Cubes</p> <p>Place value blocks</p> <p>Dry erase boards/markers</p> <p>Colored pencils</p>
<p>3.NBT.A.3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.</p>	<p>Skill: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ul style="list-style-type: none"> I can identify strategies to multiply one-digit numbers by multiples of 10. 	<p>Topic 10 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Multiplication</p> <p>Equal groups</p> <p>Factors</p> <p>Product</p> <p>Equations</p> <p>Unknown</p> <p>Number line</p> <p>Array</p> <p>Rows</p> <p>Columns</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters</p>

			Commutative Property Multiples Identity property Zero property Distributive property	Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
3.NF.A.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Skills: Recognize a unit fraction as $\frac{1}{4}$ as the quantity formed when the whole is partitioned into 4 equal parts. <ul style="list-style-type: none"> I can understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts. 	Topics 12 & 15 (enVision Math/Savvas Curriculum) 3 rd and 4 th quarter	Fraction Unit fraction Numerator Denominator Plot Polygon Sides Quadrilateral Angles Vertex Trapezoid Parallelogram Rectangle Right angle Rhombus Square Convex Concave	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils

<p>3.NF.A.2a Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>	<p>Skills: Define the interval from 0 to 1 on a number line as the whole. Divide a whole on a number line into equal parts. Recognize that the equal parts between 0 and 1 have a fractional representation. Represent each equal part on a number line with a fraction. Explain that the end of each equal part is represented by a fraction.</p> <ul style="list-style-type: none"> I can understand fractions as a number on a number line and can represent fractions on a number line. 	<p>Topic 12 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Fraction Unit fraction Numerator Denominator Plot</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
<p>3.NF.A.2b: Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction a/b on a number line diagram by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the</p>	<p>Skills: Define the interval from 0 to 1 on a number line as the whole. Divide a whole on a number line into equal parts. Represent each equal part on a number line with a fraction. Explain that the endpoint of each equal part represents the total number of equal parts.</p> <ul style="list-style-type: none"> I can define the interval from 0 to 1 on a number line as the whole. I can divide a whole on a number line into equal parts. 	<p>Topic 12 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Fraction Unit fraction Numerator Denominator Plot</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper</p>

number a/b on the number line.	<ul style="list-style-type: none"> I can represent each equal part on a number line with a fraction. I can explain the endpoint of each equal part represents the total number of equal parts. 			Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
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<p>3.NF.A.3a Explain the equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>Skill: Define equivalent fractions. Recognize simple equivalent fractions. Compare fractions by reasoning about their size to determine equivalence. Use number lines, size, visual fraction models, etc to find equivalent fractions.</p> <ul style="list-style-type: none"> I can describe equivalent fractions. I can recognize simple equivalent fractions. I can compare fractions by their size to determine equivalence. I can use number lines, models, etc. to find equivalent fractions. 	<p>Topic 13 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Equivalent fractions</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks</p>

				Dry erase boards/markers Colored pencils
<p>3.NF.A.3b Explain the equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent by using a visual fraction model.</p>	<p>Skill: Define equivalent fractions. Recognize simple equivalent fractions. Compare fractions by reasoning about their size to determine equivalence. Use number lines, size, visual fraction models, etc to find equivalent fractions.</p> <ul style="list-style-type: none"> ● I can describe equivalent fractions. ● I can recognize simple equivalent fractions. ● I can compare fractions by their size to determine equivalence. ● I can use number lines, models, etc. to find equivalent fractions. 	<p>Topic 13 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Equivalent fractions</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
<p>3.NF.A.3c Explain the equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Express whole numbers as fractions, and recognize</p>	<p>Skill: Define equivalent fractions. Recognize simple equivalent fractions. Compare fractions by reasoning about their size to determine equivalence. Use number lines, size, visual fraction models, etc to find equivalent fractions.</p> <ul style="list-style-type: none"> ● I can describe equivalent fractions. 	<p>Topics 12 & 13 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Fraction Unit fraction Numerator Denominator Plot Equivalent fractions</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p>

<p>fractions that are equivalent to whole numbers.</p>	<ul style="list-style-type: none"> ● I can recognize simple equivalent fractions. ● I can compare fractions by their size to determine equivalence. ● I can use number lines, models, etc. to find equivalent fractions. 			<p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
<p>3.NF.A.3d Explain the equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.</p>	<p>Skill: Explain what the numerator and denominator in a fraction represent and their locations. Recognize whether fractions refer to the same whole.</p> <ul style="list-style-type: none"> ● I can explain a numerator of a fraction. ● I can explain a denominator of a fraction. ● I can compare fractions by using the numerator and denominator. 	<p>Topic 13 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Equivalent fractions</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>

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Measurement & Data

KY Standard	Skill/I Can Statements	Topic/Timeframe	Vocabulary	Resources
3.MD.A.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.	Skill: Solve problems involving measurement and estimation. <ul style="list-style-type: none">I can recognize minute marks on a clock.I can write time to the minute.I can tell time to the minuteI can compare an analog clock face with a number line.I can use a number line to add and subtract time.I can solve problems related to adding and subtracting minutes.	Topic 14 (enVision Math/Savvas Curriculum) 4 th quarter	Elapsed time Time interval A.M P.M Capacity Liter Mass Gram Kilogram	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers

				Colored pencils
<p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p>	<p>Skill: Solve problems involving measurement and estimation.</p> <ul style="list-style-type: none"> ● I can explain how to measure liquid volume in liters. ● I can explain how to measure mass in grams and kilograms. ● I can add, subtract, multiply and divide units of measure. ● I can use strategies to represent a word problem involving liquid volume or mass. 	<p>Topic 14 (enVision Math/Savvas Curriculum)</p> <p>4th quarter</p>	<p>Elapsed time Time interval A.M P.M Capacity Liter Mass Gram Kilogram</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
<p>3.MD.B.3: Draw a scaled picture graph, and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p>	<p>Skill: Represent and interpret data.</p> <ul style="list-style-type: none"> ● I can draw a picture graph and a bar graph to represent a data set and can solve one- and two-step problems using the information. 	<p>Topic 14 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Elapsed time Time interval A.M P.M Capacity Liter Mass Gram Kilogram</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks</p>

				Dry erase boards/markers Colored pencils
<p>3. MD.B.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units.`</p>	<p>Skill: Represent and interpret data.</p> <ul style="list-style-type: none"> I can generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and show the data by making a line plot. 	<p>Topic 12 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Fraction Unit fraction Numerator Denominator Plot</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils Rulers</p>
<p>3.MD.C.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	<p>Skill: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p>	<p>Topic 6 (enVision Math/Savvas Curriculum)</p> <p>3rd quarter</p>	<p>Area Unit square Square unit Estimate</p>	<p>EnVision tools and videos</p> <p>Flocabulary</p> <p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes</p>

				Place value blocks Dry erase boards/markers Colored pencils
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KY Standard	Skill/I Can Statements	Topic/Timeframe	Vocabulary	Resources
3.MD.C.6: Measure areas by counting unit squares.	Skill: Understand concepts of area and relate area to multiplication and to addition.	Topic 6 (enVision Math/Savvas Curriculum) 2 nd quarter	Area Unit square Square unit Estimate	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
3.MD.C.7: Relate area to the operations of multiplication and addition.	Skill: Understand concepts of area and relate area to multiplication and to addition.	Topic 3 (enVision Math/Savvas Curriculum) 1 st quarter	Multiplication Equal groups Factors Product	EnVision tools and videos Flocabulary

	<ul style="list-style-type: none"> I can relate area to the operations of multiplication and addition. 		Equations Unknown Number line Array Rows Columns Commutative Property Multiples Identity property Zero property Distributive property	Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
3.MD.C.7a: Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Skill: Understand concepts of area and relate area to multiplication and to addition <ul style="list-style-type: none"> I can relate area to the operations of multiplication and addition. 	Topic 6 (enVision Math/Savvas Curriculum) 2 nd and 3 rd quarter	Area Unit Square Square Unit Estimate	EnVision tools and videos Flocabulary Numberock videos Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils
3.MD.C.7b: Multiply side lengths to find areas of rectangles with whole-number side lengths	Skill: Understand concepts of area and relate area to multiplication and to addition	Topic 6, 15 & 16 (enVision Math/Savvas Curriculum) 3 rd and 4 th quarter	Area Unit Square Square Unit Estimate	EnVision tools and videos Flocabulary

<p>in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<ul style="list-style-type: none">● I can relate area to the operations of multiplication and addition.			<p>Numberock videos</p> <p>Counters Number lines Graph paper Crayons Cubes Place value blocks Dry erase boards/markers Colored pencils</p>
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