
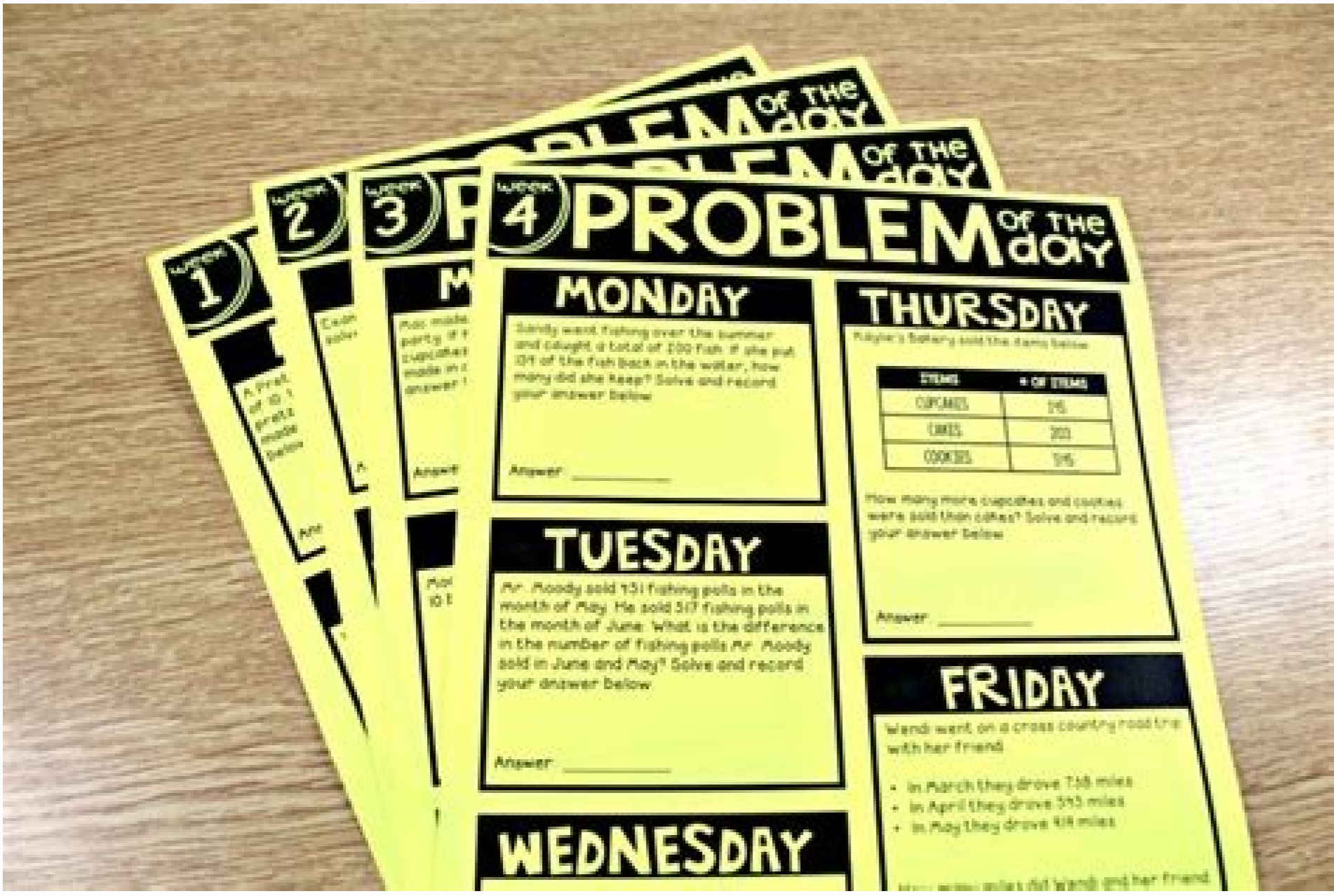


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Name: _____ Date: _____

EVERYDAY MATHEMATICS—3rd Grade
Unit 1 Review: Math Tools, Time, and Multiplication

1) Use the number grid.

91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130

a. The difference between 92 and 124 is _____.

b. The difference between 98 and 129 is _____.

c. Explain how you used the number grid to solve problem 1a.

2) Write the time shown on each clock.

a.

b.

Physical Education Dance Unit Plans
"Beat Scarves"

Lesson	Specific Outcomes	Materials	Teacher Activity	Student Activity
1 "Beat Scarves"	B6- I can describe how my body benefits from physical activity. B6- I can understand the connection between physical activity & well-being. D- I can demonstrate willingness to participate regularly.	CD Player & Soft Light Music! Fast! Upbeat Music, Scarves.	This is an individual activity for the students to explore different levels, tempos, speeds, patterns and rhythms. Each student will have their own "Magical Reimbursement" (scarf) and they are painting a picture, nothing can be wrong. See if the students can stay in time with the beat of the music, start with a slower song and then move to an upbeat melody.	

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THE HISTORY OF BRIDGES

PREVIEW SHEET

Give, each group enough to build models of scale of houses, toys, bridges, etc. Product task or stage 2 performance: Evidence at the level of comprehension of evidence at the apprentice performance level should be able to demonstrate problems of comprehension formulated from problems notation using the evaluation of the problems formulated 1. Variables. (Physical models could also be used). Take the following questions: 1. 9 d. $\hat{A} \hat{c} \hat{a}$, Application of linear equations in two variables $\hat{A} \hat{c} \hat{a}$, $\hat{a} \hat{c} \hat{e}$ Graphically solves the linear equations in two variables. 1. 6. 6. 7. Present a problem in real life. Development of the perspective of other ways of expressing large and small numbers. Form students in groups b. Activity 2: Divide the class into three groups. List the assumptions you make in the estimation of your response. If in Article B we represent X as C and and as F, then we transform the equation 5 using X and Y. eg distance (d) of a weight person's fulcrum (W) in a saw. 3. 2. 2. $\hat{A} \hat{c} \hat{e}$, $\hat{A} \hat{c} \hat{e}$ Uploading on a plane inclined with different gradients. Group to students in Fives. applications. Are you dependent on linear equations in two variables? Explain your answer. Using a thermometer, demonstrate to class how each scale corresponds to the other. In this phase, students should be able to: $\hat{A} \hat{c} \hat{a}$, $\hat{a} \hat{c} \hat{e}$ Solution graph of linear equation systems in two variables, for example. Graph that shows the profits and lists of a business company, income and expenses of a family of average income, etc. Design Game Resources: See Quarter III Application: Rational Algebraic Expressions, Linear Theme: Linear Equations and Time Frame: 25 Equestrian Days and inequalities in two variables 35.35. Group students in Four members Activity 17. Criteria: Clara $\hat{A} \hat{c} \hat{a}$, $\hat{A} \hat{c} \hat{e}$ Use me all oral, writings, graphics and coherent in the modeling of justified situations that interpret mathematical conjectures and tools: arguments involving first-grade and river equations of Modeling inequalities in a variable use of the illustrative Algebraic frames that apply illustrative that applies the first-degree equations and inequalities in a variable in the criteria of situations of daily life: the perspective of appropriate relevant development in the various ways to write first grade equations and inequalities in a variable in the solution of a problematic criterion: critical criterion Creible showing Empatia B and describing the difficulties you may experience in everyday life every time Tedious tedious tedies without using the concepts of first-grade equations and inequalities in a variable criterion: open 26.27. Activity 12. First, it brings together students in 4. What can you say about the 3 numbers? Questions about who invented said device can also be included. Set a set B Column I Column II Column II Column II Decimal Form Scientific Scientific Notation Notation of the Decimal Form 8.8 x 10¹ 143.25 1.4325 x 10² 5.14325 x 10³ 8.143 x 10³ 8.143 x 10³ 8.143 x 10³ 8.143 x 10³ 8.143 x 10³ 8.143 x 10³ Set C Column I Column II Decimal form Scientific notation 0.3768 3.768 x 10⁻¹ 0.03768 3.768 x 10⁻² 0.003768 3.768 x 10⁻³ Questions: 1. Design a scale model of a structure. $\hat{A} \hat{c} \hat{a}$, $\hat{A} \hat{c} \hat{e}$ Use the appropriate symbolic notation to illustrate the order axioms. Perform fundamental operations in real numbers and classify the results c. $\hat{A} \hat{c} \hat{a}$, $\hat{c} \hat{e}$ Express numbers in scientific notation and vice versa. Provide each group with a sheet of activities, grid paper, female images, hospitals or clinics, churches, school, etc. RESOURCES See AppA © index system: Real Numbers System, Topic: Scientific notation Time Frame: 5 Dishes of Medicion and Scientific Notation Stand Standard Content: Standard of Performance: The student demonstrates the Of the key concepts that the student formulates real-life problems involving scientific notation scientists. Identify the earnings and intersections in and from the two lines in the system and then respond respond Questions that follow. Firm at this stage, the teacher will present sample activities or experiences that the student will have to undergo more deep understanding of the subject. He worked for 2 hours longer and had baked a total of 15 pastries. Tools: Criteria: Russia for the evaluation of illustrative solutions to precise creative problems by applying appropriate operations to simplify rational expressions. 4x b. Take the steps. Students must power: $\hat{A} \hat{c} \hat{e}$, $\hat{A} \hat{c} \hat{e}$ Investigate the effect of slopes in the graph of a linear equation in two variables and give its importance $\hat{A} \hat{c} \hat{a}$, $\hat{c} \hat{e}$ Explore inequalities using the calculator of Graphics. In addition, the student will express its understanding and participate in a significant self-assessment. How would the area of Mr. Gabriel's agricultural lands? 9.10. Activity 28. Investigate the effects caused $\hat{a} \hat{c} \hat{e}$

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