

Accelerated Instruction Plan (AIP) Grade 3 Mathematics

Student :

Teacher:

Date _____

Between 2nd and 3rd Snapshot

<p style="text-align: center;">Assessment Results/Data</p> <p>Snapshot 1 Snapshot 2 Snapshot 3 TAKS</p>	<p style="text-align: center;">Targeted Skill Development</p> <p style="text-align: center;"><i>Write students expectations tested in snapshots or common assessment</i></p>
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Area for Acceleration/TAKS Obj/Student Expectation	Target indicator(master)		Time (min. daily)	Strategy	Progress Monitoring (when ready indicate M)
	I (0-25%)	I (26-74)			
<p style="text-align: center;">TAKS 1: Number, Operations, and Quantitative Reasoning</p> <p>(3.1) The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to</p> <p>3.1(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999</p> <p>3.1(B) use place value to compare and order whole numbers through 9,999</p> <p>3.1(C) determine the value of a collection of coins and bills.</p> <p>(3.2) The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects. The student is expected to</p> <p>3.2(B) compare fractional parts of whole objects or sets of objects in a problem situation using [concrete] models</p> <p>3.2(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.</p> <p>(3.3) The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to</p> <p>3.3(A) model addition and subtraction using pictures, words, and numbers</p> <p>3.3(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</p> <p>(3.4) The student recognizes and solves problems in multiplication and division situations. The student is expected to</p> <p>3.4(B) solve and record multiplication problems (one-digit multiplier)</p> <p>3.4(C) use models to solve division problems and use number sentences to record the solutions.</p> <p>(3.5) The student estimates to determine reasonable results. The student is expected to</p> <p>3.5(A) round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred</p> <p>3.5(B) estimate sums and differences beyond basic facts.</p>				<p>Tutorials One to one tutor Peer tutoring Use of manipulatives Use of computer software(destination math) Pull out Small group Teacher guided practice Independent practice,etc.</p>	<p>Daily class work Weekly assessment Homework Destination math software</p>

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<p>TAKS 2: Patterns, Relationships, and Algebraic Thinking</p> <p>(3.6) The student uses patterns to solve problems. The student is expected to</p> <p>3.6(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;</p> <p>3.6(B) identify patterns in multiplication facts using [concrete objects,] pictorial models, [or technology]</p> <p>3.6(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.</p> <p>(3.7) The student uses lists, tables, and charts to express patterns and relationships. The student is expected to</p> <p>3.7(A) generate a table of paired numbers based on a real-life situation such as insects and legs</p> <p>3.7(B) identify patterns in a table of related number pairs based on a real-life situation and extend the table.</p>					
<p>TAKS 3: Geometry and Spatial Reasoning</p> <p>(3.8) The student uses formal geometric vocabulary. The student is expected to</p> <p>3.8(A) name, describe, and compare shapes and solids using formal geometric vocabulary.</p> <p>(3.9) The student recognizes congruence and symmetry. The student is expected to</p> <p>3.9(A) identify congruent shapes; and</p> <p>3.9(C) identify lines of symmetry in shapes.</p> <p>(3.10) The student recognizes that numbers can be represented by points on a line. The student is expected to</p> <p>3.10(A) locate and name points on a line using whole numbers [and fractions such as halves].</p>					
<p>TAKS 4: Measurement</p> <p>(3.11) The student selects and uses appropriate units and procedures to measure length and area. The student is expected to</p> <p>3.11(A) estimate and measure lengths using standard units such as inch, foot, yard, centimeter, [decimeter,] and meter;</p> <p>3.11(B) use linear measure to find the perimeter of a shape;</p> <p>3.11(C) use [concrete] models of square units to determine the area of shapes.</p> <p>(3.12) The student measures time and temperature. The student is expected to</p> <p>3.12(A) tell and write time shown on traditional and digital clocks</p> <p>3.12(B) use a thermometer to measure temperature.</p> <p>(3.13) The student applies measurement concepts. The student is expected to</p> <p>3.13(A) measure to solve problems involving length, [area,] temperature, and time.</p>					

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<p>TAKS 5:Probability and Statistics</p> <p>(3.14) The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to</p> <p>3.14(A) [collect,] organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;</p> <p>3.14(B) interpret information from pictographs and bar graphs</p> <p>3.14(C) use data to describe events as more likely, less likely, or equally likely.</p>					
<p>TAKS 6:Underlying Processes and Mathematical Tools</p> <p>(3.15) The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to</p> <p>3.15(A) identify the mathematics in everyday situations;</p> <p>3.15(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>3.15(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p> <p>(3.16) The student communicates about Grade 3 mathematics using informal language. The student is expected to</p> <p>3.16(B) relate informal language to mathematical language and symbols.</p> <p>(3.17) The student uses logical reasoning to make sense of his or her world. The student is expected to</p> <p>3.17(A) make generalizations from patterns or sets of examples and nonexamples.</p>					

I=Needs intervention in that area

M= Master objectives/students expectations

Evaluation of Plan *[District defines appropriate periods of time; e.g., every two weeks, every month, etc.]*

<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Period 5</u>
Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:

Parent Notification
Name

Signature

Date
