Grade 3 Math

Correlation Guide

correlation guide overview

This correlation guide is designed to identify lead4ward mathmark activities that align with Bluebonnet Learning Modules and Topics. Brief descriptions, including activity type and instructional delivery method are also provided.

Note: mathmark activities were designed for TEKS Clusters (big concepts) that typically require additional time and focus in the curriculum; therefore, some Bluebonnet Modules or topics may not have mathmark activities listed.

Activity Type
One or more ways the activity could be used in instruction

Delivery
instructional delivery method applicable to activity

Bluebonnet Topic

mathmark Cluster and Subcluster

may include general topic for aligned acitivies

e.g, "**Basic Fact Multiplication**"

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic C: Multiplication Using Units of 2 and 3							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Basic Fact Multiplication**							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the A Division Problem for Every Fact activity.		✓	✓		✓	
Strip Diagrams, Number Lines, & Skip Counting 3.4(D), 3.4(E), 3.4(F)	**Solve Multiplication Problems** Students solve problems using strip diagrams, number lines, skip counting, and multiplication number sentences.	✓	✓		✓		
Number Lines, Skip Counting, & Tables 3.4(E), 3.4(F), 3.5(E)	**Solve Multiplication Problems** Students solve problems using number lines, skip counting, tables, and division and multiplication number sentences.	✓	✓		✓		
2s Facts 3.4(E), 3.4(F), 3.5(E)	**Learn the Base Facts** Students use strip diagrams, tables, number lines, and skip counting to find 2s facts.	✓	✓		✓		
1s Facts 3.4(E), 3.4(F), 3.5(E)	**Learn the Base Facts** Students use strip diagrams, tables, number lines, and skip counting to find 1s facts.	✓	✓		✓		
3s Facts 3.4(E), 3.4(F), 3.4(K), 3.5(E)	**Double + 1 More Group Strategy** Students double related 2s facts and add another group to find 3s facts.	✓	✓		✓		

mathmark activity title/SEs

includes title of mathmark activity and aligned SEs. Readiness standards in green

mathmark activity info

includes activity topic in blue with a brief description of the activity and content

Bluebonnet Learning – Grade 3 Module 1:
Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Multiplication and the Meaning of the Factors							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Basic Fact Multiplication**							
Connections 3.4(D), 3.4(F), 3.4(H), 3.5(D)	**Meaning of Multiplication and Division** Students discuss the connection between multiplication and division and choose multiple representations that match a problem situation. This activity is also included in the **Division of Whole Numbers** subcluster.	✓			✓		
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
Equal Groups, Repeated Addition, & Arrays 3.4(D), 3.4(E)	**Solve Multiplication Problems** Students solve problems using concrete models, arrays, the number of rows and number in each row and what each represents, pictures, and repeated addition.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic B: Division as an Unknown Factor Problem							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers **Basic Fact Division**							
Farmer J's Gardens 3.4(H), 3.4(J), 3.5(D)	**Connect Division to Multiplication** Students make concrete and partition arrays to solve division problems.	✓	✓		✓		
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from **A Multiplication Problem for Every Fact**.		✓	✓		✓	
Equal Groups, Repeated Subtraction, & Arrays 3.4(H), 3.4(J)	**Solve Division Problems** Students solve problems using concrete models, arrays, the number of rows and number in each row and what each represents, pictures, and repeated subtraction.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic C: Multiplication Using Units of 2 and 3							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Basic Fact Multiplication**							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
Strip Diagrams, Number Lines, & Skip Counting 3.4(D), 3.4(E), 3.4(F)	**Solve Multiplication Problems** Students solve problems using strip diagrams, number lines, skip counting, and multiplication number sentences.	✓	✓		✓		
Number Lines, Skip Counting, & Tables 3.4(E), 3.4(F), 3.5(E)	**Solve Multiplication Problems** Students solve problems using number lines, skip counting, tables, and division and multiplication number sentences.	✓	✓		✓		
2s Facts 3.4(E), 3.4(F), 3.5(E)	**Learn the Base Facts** Students use strip diagrams, tables, number lines, and skip counting to find 2s facts.	✓	✓		✓		
1s Facts 3.4(E), 3.4(F), 3.5(E)	**Learn the Base Facts** Students use strip diagrams, tables, number lines, and skip counting to find 1s facts.	✓	✓		✓		
3s Facts 3.4(E), 3.4(F), 3.4(K), 3.5(E)	**Double + 1 More Group Strategy** Students double related 2s facts and add another group to find 3s facts.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Division Using Units of 2 and 3							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers <center>**Basic Fact Division**</center>							
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from **A Multiplication Problem for Every Fact**.		✓	✓		✓	
Strip Diagrams, Number Lines, and Skip Counting 3.4(H), 3.4(J)	**Solve Division Problems** Students solve problems using strip diagrams, number lines, skip counting, and division and multiplication number sentences.	✓	✓		✓		
Number Lines, Skip Counting, & Tables 3.4(H), 3.4(J), 3.5(E)	**Solve Division Problems** Students solve problems using number lines, skip counting, tables, and division and multiplication number sentences.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic E: Multiplication and Division Using Units of 4							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Basic Fact Multiplication**							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
Strip Diagrams, Number Lines, & Skip Counting 3.4(D), 3.4(E), 3.4(F)	**Solve Multiplication Problems** Students solve problems using strip diagrams, number lines, skip counting, and multiplication number sentences.	✓	✓		✓		
Number Lines, Skip Counting, & Tables 3.4(E), 3.4(F), 3.5(E)	**Solve Multiplication Problems** Students solve problems using number lines, skip counting, tables, and division and multiplication number sentences.	✓	✓		✓		
4s Facts 3.4(D), 3.4(E), 3.4(F), 3.4(K), 3.5(B)	**Double Strategy** Students double related 2s facts to find 4s facts.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Distributive Property and Problem Solving Using Units of 2-5 and 10							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Basic Fact Multiplication**							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
10s Facts 3.4(E), 3.4(F), 3.5(E)	**Learn the Base Facts** Students use strip diagrams, tables, number lines, and skip counting to find 10s facts.	✓	✓		✓		
5s Facts 3.4(E), 3.4(F), 3.5(E)	**Learn the Base Facts** Students use strip diagrams, tables, number lines, and skip counting to find 5s facts.	✓	✓		✓		
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers **Basic Fact Division**							
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from **A Multiplication Problem for Every Fact**.		✓	✓		✓	
Equal Groups, Repeated Subtraction, & Arrays 3.4(H), 3.4(J)	**Solve Division Problems** Students solve problems using concrete models, arrays, the number of rows and number in each row and what each represents, pictures, and repeated subtraction.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Distributive Property and Problem Solving Using Units of 2-5 and 10 (cont'd)							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers **Basic Fact Division** (cont'd)							
Strip Diagrams, Number Lines, and Skip Counting 3.4(H), 3.4(J)	**Solve Division Problems** Students solve problems using strip diagrams, number lines, skip counting, and division and multiplication number sentences.	✔	✔		✔		
Number Lines, Skip Counting, & Tables 3.4(H), 3.4(J), 3.5(E)	**Solve Division Problems** Students solve problems using number lines, skip counting, tables, and division and multiplication number sentences.	✔	✔		✔		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Time Measurement and Problem Solving							
TEKS Cluster: Measurement **TEKS Subcluster**: Time							
Jumpgirl and Jumpboy Get Ready 3.7(C)	**Time** Students review how to read a clock and use clocks, number lines, and strip diagrams to solve time problems.	✓	✓		✓		
Adventure Sub 3.7(C)	**Time** Solve time problems using clocks, number lines, and strip diagrams. Scaffolding includes using student roles to assist with reading comprehension.		✓	✓		✓	
Zappo the Great 3.7(C)	**Time** Solve time problems using clocks, number lines, and strip diagrams. Scaffolding includes using student roles to assist with reading comprehension. The theme of the story is to keep trying even when you make a mistake.		✓	✓			

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic B: Measuring Weight and Liquid Volume							
TEKS Cluster: Measurement **TEKS Subcluster**: Liquid Capacity/Weight <center>**Liquid Capacity and Weight**</center>							
Liquid Volume and Weight 3.7(D)	**Liquid Volume and Weight Units** In this PowerPoint-driven activity, students chose ways to measure items and tell why. They discover the relative sizes of units, and which unit best measures an item's weight or capacity.	✓	✓		✓		
Measuring Liquid Volume and Weight 3.7(E)	**Liquid Capacity and Weight** This activity includes five stations and is best done in a science lab: Station 1: Weigh small objects in pounds Station 2: Weigh objects in ounces Station 3: Weigh larger objects using pounds Station 4: Fill beakers to a certain liquid volume Station 5: Fill measuring cups to a certain liquid volume				✓		✓
Bluebonnet Topic C: Place Value and Comparing Multi-Digit Whole Numbers							
Bluebonnet Topic D: Rounding to the Nearest Ten, Hundred, Thousand, and Ten Thousand							

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic E: Two- and Three-Digit Measurement Addition Using the Standard Algorithm							
TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Addition/Subtraction of Whole Numbers **Learn to Add and Subtract Using Place Value**							
How Many _____ Are in the Jar? 3.4(A), 3.4(B)	**Learn the Base Facts** On Day 1, teams estimate the items in a jar and discuss how they made the estimates. On Day 2, students discover which team made the best estimate, determine whether their estimates are higher or lower than the number of items, and add or subtract to get as close as possible to the actual number of items.			✓		✓	
What's for Lunch? 3.4(A), 3.4(B)	**Review Addition to 500 Using Place Value** Students estimate then add using expanded form and the standard algorithm.	✓	✓		✓		
Field Day Fun! 3.4(A), 3.4(B)	**Review Addition to 1,000 Using Place Value** Students estimate then add using partial sums and the standard algorithm.	✓	✓		✓		
Stations 3.4(A), 3.4(B)	**Practice Addition, Subtraction, and Estimation in Stations** This activity includes three stations: Station 1: Students guess a number using estimation. Station 2: Students fill in the blanks on addition and subtraction problems. Station 3: Students add or subtract to get close to a target number.			✓			✓

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm							
TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Addition/Subtraction of Whole Numbers **Learn to Add and Subtract Using Place Value**							
Zander's Sweets 3.4(A)	**Review Subtraction to 500 Using Place Value** Students subtract using expanded form and the standard algorithm.	✓	✓		✓		
Hold-On-Tight Water Park! 3.4(A), 3.4(B)	**Review Subtraction to 1,000 Using Place Value** Students estimate then subtract using expanded form and the standard algorithm.	✓	✓		✓		
A Visit to Mr. Haroo's Zoo 3.4(A), 3.4(B))	**Review Subtraction to 1,000 with Focus on 0's Using Place Value** Students estimate then subtract using expanded form and the standard algorithm.	✓	✓		✓		

Stations
3.4(A), 3.4(B)
	Practice Addition, Subtraction, and Estimation in Stations
	    This activity includes three stations:
	    Station 1: Students guess a number using estimation.
	    Station 2: Students fill in the blanks on addition and subtraction problems.
	    Station 3: Students add or subtract to get close to a target number.
					✓		✓

TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Addition/Subtraction of Whole Numbers **Represent Addition and Subtraction in One- and Two-step Problems**							
Jaja the Jellybean Snatcher 3.4(A)	**Learn to Solve Two-step Problems** This activity uses the estimates from How Many _____ Are in the Jar? Students identify the hidden question to tell whether a problem is one-step or two-step then solve.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm (cont'd.)							
TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Addition/Subtraction of Whole Numbers **Represent Addition and Subtraction in One- and Two-step Problems** (cont'd.)							
Big Happy Taco Truck Family 3.4(A)	**Sort and Solve One- and Two-step Problems** Students discuss how to tell one-step problems from two-step problems, sort problems according to the number of steps, and solve them. Built-in scaffolding includes check boxes to remind students the number of operations and which operations they chose to solve the problem.		✓	✓		✓	
Chuck the Great Court Jester 3.4(A), 3.5(A)	**Make Strip Diagrams, Write Equations for One-step Problems, and Solve** Students fill in the blanks on strip diagrams, write equations, and solve problems. Built-in scaffolding includes check boxes to remind students which operation they chose to solve the problem. In the Journal, students compare using strip diagrams and equations to represent problems.	✓	✓		✓		
Lucy Dynamic and the Great Crab Capture 3.4(A), 3.5(A)	**Make Bar Models, Write Equations for One-step Problems, and Solve** Students fill in the blanks on bar models, write equations, and solve problems. Built-in scaffolding includes check boxes to remind students which operation they chose to solve the problem. In the Journal, students compare using bar models, strip diagrams, and equations to represent problems.	✓	✓		✓		
Elena Danger's Mighty Machines 3.4(A), 3.5(A)	**Make Open Number Lines, Write Equations for One- and Two-step Problems, and Solve** Students model problems on an open number line, write equation(s) that may be used to solve the problem, and solve. Built-in scaffolding includes check boxes to remind students which operation they chose to solve the problem. In the Journal, students compare using number lines and bar models to represent problems.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm (cont'd.)							
TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Addition/Subtraction of Whole Numbers **Represent Addition and Subtraction in One- and Two-step Problems** (cont'd.)							
This Could Get Messy 3.4(A), 3.5(A)	**Match Models and Equations to Problems and Solve** Students identify two models that match a word problem. Models include strip diagrams, number lines, and bar models.			✓		✓	
Retta's Roach Diner 3.4(A), 3.5(A)	**Find and Correct Mistakes** Students find and correct mistakes in one- and two-step problems.			✓		✓	
Springback Jack, Fish Head, and the Queen's Diamonds 3.4(A), 3.5(A)	**Solve Problems Using Multiple Models** Students use a round robin to solve problems using strip diagrams, bar models, number lines, and equations. They discuss which model is preferred by each student and why.			✓		✓	
Haroo's Zoo 3.4(A)	**Tell the Difference Between Addition and Subtraction** In this small group activity, students read a word problem, decide the operation needed to solve the problem, and write the operation on a white board. Students compare the operations and agree. After choosing the operations, students solve the problems. In the Journal, students write a word problem to match a fact family of their choice.		✓	✓		✓	

Bluebonnet Learning – Grade 3 Module 3:
Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10

lead4ward

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Multiplication as Comparison							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster:** Multiplication of Whole Numbers							
Basic Fact Multiplication							
Monster Museum 3.4(F), 3.5(C)	**Multiplicative Comparison** Students create a monster. Then they describe the relationship between the parts of the monster's body using comparative language.			✓		✓	
Bluebonnet Topic B: The Properties of Multiplication and Division							
Bluebonnet Topic C: Multiplication and Division Using Units of 6 and 7							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers							
Basic Fact Multiplication							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
6s Facts 3.4(D), 3.4(E), 3.4(F), 3.4(K), 3.5(B)	**Double Strategy** Students double related 3s facts to find 6s facts.	✓	✓		✓		
7s Facts 3.4(F)	**Set + 2 More Groups Strategy** Students add 2 more groups to related 5s facts to find 7s facts.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic C: Multiplication and Division Using Units of 6 and 7 (cont'd)							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers							
Basic Fact Division							
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from **A Multiplication Problem for Every Fact**.		✓	✓		✓	
Bluebonnet Topic D: Multiplication and Division Using Units up to 8							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers							
Basic Fact Multiplication							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
8s Facts 3.4(F)	**Double-Double Strategy** Students double related 2s facts and double again to find 8s facts.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Multiplication and Division Using Units up to 8 (cont'd)							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers **Basic Fact Division**							
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from **A Multiplication Problem for Every Fact**.		✓	✓		✓	
Bluebonnet Topic E: Multiplication and Division Using Units of 9							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Basic Fact Multiplication**							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
9s Facts 3.4(D), 3.4(E), 3.4(F), 3.5(B)	**Set – 1 Group** Students subtract a group from related 10s facts to find the 9s facts.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic E: Multiplication and Division Using Units of 9 (cont'd)							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers **Basic Fact Division**							
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from A Multiplication Problem for Every Fact.		✓	✓		✓	
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers **Difference Between Multiplication and Division in One-step Problems**							
Wombo's Factory 3.4(K)	**Tell the Difference Between Multiplication and Division** Students sort multiplication problems from division problems and discuss the differences between the problem and then solve the problems.		✓	✓		✓	
Why Is Everyone Afraid of Me? 3.4(K), 3.5(B)	**Problem Structures for Multiplication and Division** Students model and solve problems using strategies such as arrays, strip diagrams, pictures, skip counting, and number lines, write equations to represent the problem, and explain their thinking.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Analysis of Patterns and Problem Solving Including Units of 0 and 1							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers							
Basic Fact Multiplication							
A Problem for Every Multiplication Fact 3.4(D), 3.4(E), 3.4(F)	**All the Problems: Multiplication** This activity includes one multiplication problem for every multiplication fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated addition, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The multiplication problems from this activity may be mixed with the division problems from the **A Division Problem for Every Fact** activity.		✓	✓		✓	
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Division of Whole Numbers							
Basic Fact Division							
A Problem for Every Division Fact 3.4(H), 3.4(J)	**All the Problems: Division** This activity includes one division problem for every division fact on an individual card. Scaffolding includes three templates: • Equal groups, repeated subtraction, and arrays • Strip diagrams, number lines, and skip counting • Number lines, skip counting, and tables The division problems from this activity may be mixed with the multiplication problems from **A Multiplication Problem for Every Fact**.		✓	✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic G: Multiplication of Single-Digit Factors and Two-Digit Factors							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication and Division of Whole Numbers **Two-digit by One-digit Multiplication**							
Hidden Questions 3.4(K), 3.5(B)	**Learn to Solve 2-step Problems with Multiplication and Division** Students identify the hidden question to tell whether a problem should be solved in one or two steps and solve the problems.	✓	✓		✓		
Doctor Nib on the Ship of Accidents 3.4(K), 3.5(B)	**Problem Structures for Multiplication and Division** Students solve one- and two-step problems using any method.	✓	✓		✓		
The Magician's Show 3.4(A), 3.5(A)	**Representations to Solve 1- and 2-step Multiplication and Division Problems** Students decide if problem should be solved in one or two steps and solve the problems with strip diagrams, number lines, and equations.				✓	✓	
Zappo's Tricks 3.4(K), 3.5(B)	**Solve 1- and 2-step Multiplication and Division Problems** Students sort the one-*step* problems from the two-step problems and solve.				✓	✓	
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Two-digit by One-digit Multiplication**							
Professor Pancake 3.4(F), 3.4(G)	**Use Concrete Models and Arrays to Solve Multiplication Problems** Students solve problems using concrete models, pictures, and arrays.	✓	✓		✓		
Animal Band 3.4(F), 3.4(G)	**Use Concrete Models, Arrays, and Area Models to Solve Multiplication Problems** Students solve problems using concrete models, pictures, arrays, and area models.	✓	✓		✓		
One Weird Menu! 3.4(F), 3.4(G)	**Use Arrays, Area Models, and Partial Products to Solve Multiplication Problems** Students solve problems using arrays, area models, and partial products.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic G: Multiplication of Single-Digit Factors and Two-Digit Factors (cont'd)							
TEKS Cluster: Multiplication and Division of Whole Numbers **TEKS Subcluster**: Multiplication of Whole Numbers **Two-digit by One-digit Multiplication** (cont'd)							
Hadley the Dog 3.4(F), 3.4(G)	**Use Area Models, Partial Products, and the Standard Algorithm to Solve Multiplication Problems** Students solve problems using area models, partial products, and the standard algorithm.	✓	✓		✓		
Lots of Word Problems 3.4(F), 3.4(G)	**Solve 2-Digit by 1-Digit Word Problems** This highly scaffolded activity includes 5 different word problem stories. Each story is written two ways – once with small numbers for use with concrete and pictorial models and once with large numbers for use partial products and the standard algorithm.			✓		✓	
Cranium Crackers 3.4(F), 3.4(G)	**Use Mental Math to Multiply** This challenge activity develops fluency, speed, and accuracy using mental math to multiply 2-digit by 1-digit numbers.			✓		✓	

Bluebonnet Learning – Grade 3 Module 4:
Multiplication and Area

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Concepts of Area Measurement							
TEKS Cluster: Measurement **TEKS Subcluster**: Area							
Such a Square! 3.6(C)	**Introduction to Area** Students transition from counting squares to finding area using multiplication. They build rectangles, write the number of squares in each row and the number of rows, the connected multiplication fact, the number of square units, and answer question.	✓	✓		✓		
On the Grid 3.6(C)	**Area** Students cut strips of paper to see the rows in the rectangle. They write the number of rows and number of squares in each row, the connected multiplication fact, and number of square units.		✓	✓		✓	
Playground Design 3.6(C)	**Area** Students design a playground on grid paper and write the area of each activity on the playground.			✓		✓	
Bluebonnet Topic B: Arithmetic Properties and Applications of Area							
TEKS Cluster: Measurement **TEKS Subcluster**: Area							
Find the Rectangles 1 3.6(C), 3.6(D)	**Composite Area** Students combine rectangles to make a composite figure and find its area. They decompose composite figures into rectangles and find the composite area.	✓	✓		✓		
Find the Rectangles 2 3.6(C), 3.6(D)	**Composite Area** Students decompose composite figures into rectangles and find the composite area.		✓	✓		✓	
Robot Rollout 3.6(C), 3.6(D)	**Composite Area** Students make a composite area robot on grid paper and find the composite area of parts of the robot.			✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Partitioning a Whole into Equal Parts							
TEKS Cluster: Fractions **TEKS Subcluster**: Representation of Fractions							
Parts of a Whole 1: Denominators of 2, 4, and 8 3.3(A)	**Represent Fractions Using Area Models and Strip Diagrams** This activity contains two sets of examples and student pages with the same problems, but different models. Set 1 includes fraction circles or squares. Set 2 includes strip diagrams. Students make a concrete model, partition a pictorial model, tell the parts shaded and the number of equal-size parts, then write the fraction using numbers and words.	✓	✓		✓		
Parts of a Whole 2: Denominators of 2, 4, and 8 3.3(A)	**Represent Fractions Using Set Models** This activity includes set models and contains the same problems as **Parts of a Whole 1: Denominators of 2, 4, and 8.** Students make a concrete model, partition a pictorial model, tell the parts shaded and the number of equal-size parts, then write the fraction using numbers and words.	✓	✓		✓		
Parts of a Whole 3: Denominators of 2, 3, 4, 6, and 8 3.3(A)	**Represent Fractions** Students choose a pictorial model to match a problem situation, partition, and shade the model.	✓	✓		✓		
Meal Deals 3.3(E)	**Solve Problems Involving Partitioning** Students partition pictorial models to solve problems where the answer is a unit fraction.	✓			✓		
Xrapox Visits Earth 3.3E	**Solve Problems Involving Partitioning** Students partition pictorial models to solve problems where the answer is a fraction or mixed number.	✓			✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic B: Unit Fractions and Their Relation to the Whole							
TEKS Cluster: Fractions **TEKS Subcluster**: Unit Fractions							
Unit or Not 3.3C	**Explain and Describe Unit Fractions** Students partition area models, strip diagrams, and set models to show the number of pieces in the whole, a fraction, and a unit fraction.	✓	✓		✓		
Haroo's Bakery 3.3D	**Compose and Decompose Fractions Using Area Models** Students partition the whole, write fractions as sum of unit fractions, and answer the question.	✓	✓		✓		
Queen Amygdala 3.3D	**Compose and Decompose Fractions Using Strip Diagrams** Students partition the whole, write fractions as sum of unit fractions, and answer the question.	✓	✓		✓		
Lucy Dynamic and Carl 3.3D	**Compose and Decompose Fractions Using Set Models** Students partition the whole, write fractions as sum of unit fractions, and answer the question.	✓	✓		✓		
TEKS Cluster: Fractions **TEKS Subcluster**: Representation of Fractions							
Meal Deals 3.3(E)	**Solve Problems Involving Partitioning** Students partition pictorial models to solve problems where the answer is a unit fraction.	✓			✓		
Xrapox Visits Earth 3.3E	**Solve Problems Involving Partitioning** Students partition pictorial models to solve problems where the answer is a fraction or mixed number.	✓			✓		
Bluebonnet Topic C: Comparing Unit Fractions and Specifying the Whole							
TEKS Cluster: Fractions **TEKS Subcluster**: Unit Fractions							
Equal Parts 3.6E	**Different Sizes of Fractional Parts** Students partition shapes into fractional parts that look different from each other but represent the same fraction of the whole and journal the new learning.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Fractions on the Number Line							
TEKS Cluster: Fractions **TEKS Subcluster**: Representation of Fractions							
Line Them Up 3.3(B), 3.7(A)	**Represent Fractions on Number Lines; Denominators of 2, 3, 4, 6, and 8** Students use the Cuisenaire rods on number lines with different size wholes to determine the fraction represented by a point and shade the number line to represent the fraction.	✓	✓		✓		
Bluebonnet Topic E: Equivalent Fractions							
TEKS Cluster: Fractions **TEKS Subcluster**: Equivalency of Fractions							
Same, Same 3.3(F), 3.3(G)	**Represent Equivalent Fractions Using Area Models** Given a fraction, students generate two different equivalent fractions and write an equivalency statement.	✓	✓		✓		
The Fraction Is Equivalent to… 3.3(F), 3.3(G)	**Represent Equivalent Fractions with Strip Diagrams** Students create a personal set of fraction strips. They use the strips to find equivalent fractions, write equivalency statements, and tell why fractions are equivalent or not.	✓	✓		✓		
Found It 3.3(F), 3.3(G)	**Represent Equivalent Fractions Using Strip Diagrams and Number Lines** In this scaffolded whole class matching activity, students match fraction and number lines, match fractions and strip diagrams, or match fractions, number lines, and strip diagrams.	✓	✓		✓		
Memory Match 3.3(F), 3.3(G)	**Represent Equivalent Fractions** In this traditional memory game, each card contains a fraction and a model. Students turn over cards to find pairs of equivalent fractions.			✓	✓		✓	✓
Color It In 3.3(F), 3.3(G)	**Represent Equivalent Fractions** Students partition models based on a problem situation, write an equivalency statement, use the information to solve a problem, and explain their thinking.				✓	✓	✓
Dangerous Sushi 3.3(F), 3.3(G)	**Problem Solving with Equivalent Fractions** In this challenge activity, students partition models based on a problem situation, write an equivalency statement, and use the information to solve a problem. Answers may be the numerator, denominator, or the fraction.				✓	✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Comparison and Size of Fractions							
TEKS Cluster: Fractions **TEKS Subcluster**: Comparison of Fractions							
Greater or Less 1 3.3(H)	**Comparing Fractions when the Denominators Are the Same** Students build models to compare fractions, write the comparison using > or < and in words, then practice comparing fractions.	✓	✓		✓		
Greater or Less 2 3.3(H)	**Comparing Fractions when the Numerators Are the Same** Students build models to compare fractions, write the comparison using > or < and in words, then practice comparing fractions.	✓	✓		✓		
Bicicleta 3.3(H)	**Solve the Problems – Solve the Puzzle for Comparing Fractions** Students solve problems and write the letter that matches the answer to find the answer to a silly joke.			✓		✓	
If I've Gotta Choose… 3.3(H)	**Justify Equivalent Fractions and Fraction Comparisons** In this "Would You Rather?"-style activity with increased rigor, students make a choice between two options and justify their choice using equivalent fractions or comparisons.			✓		✓	
Prove It with a Model 3.3(H)	**Compare Fractions** Students prove a comparison is correct using a pictorial model.			✓		✓	✓

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Financial Literacy							
TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Money							
Road Trip Snacks! 3.4(C)	**Find the Value of a Collection of Coins and Bills** Students review how to count money and solve problems that show a collection of money.	✓	✓		✓		
Bluebonnet Topic B: Generate and Analyze Categorical Data							
Bluebonnet Topic C: Represent Number Pairs in a Table							
TEKS Cluster: Addition and Subtraction of Whole Numbers **TEKS Subcluster**: Numerical Patterns							
Exploring Tables 3.5(E)	**Real-world Data and Comparisons** This activity focuses on the numerical relationship between the input and output in horizontal tables. Students draw pictures to represent the numerical relationships and find the outputs. Then the class discusses the use of the process column.	✓	✓		✓		
Extending Tables 3.5(E)	**Real-world Data and Comparisons** This activity focuses on the numerical relationship between the input and output in vertical tables. Students draw pictures to represent the numerical relationships and find the outputs. Then the class discusses the relationships between the input and the output.	✓	✓		✓		
Mr. Haroo's Zoo 3.5(E)	**Real-world Data and Comparisons** Students use the relationship between the input and output to create tables and solve problems.			✓		✓	

Bluebonnet Learning – Grade 3 Module 7:
Geometry and Measurement Word Problems

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Solving Word Problems							
Bluebonnet Topic B: Attributes of Two- and Three-Dimensional Figures							
Bluebonnet Topic C: Problem Solving with Perimeter							
TEKS Cluster: Measurement **TEKS Subcluster**: Perimeter							
Find the Perimeter 3.7(B)	**Perimeter** Students find the perimeter using measurements given in the problem or by measuring the figure.	✓	✓		✓		
Measuring Sides 3.7(B)	**Perimeter** Students find perimeter or missing side lengths.	✓	✓		✓		
Way Around 3.7(B)	**Perimeter** Students rotate through six stations finding the perimeter of common classroom objects.			✓		✓	
Perimeter Pirates 3.7(B)	**Perimeter** Students become perimeter pirates and search for buried treasure. This activity could be a cross curricular with ELAR to complete the pirate's story.			✓		✓	

Activity Title Student Expectations	Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations

Bluebonnet Topic D: Recording Perimeter and Area Data on Dot Plots							
TEKS Cluster: Measurement **TEKS Subcluster**: Perimeter							

Patterns Abound
3.6(C), 3.7(B)
	Mixed Perimeter and Area
	This activity includes four stations:
	    Station 1: Students create rectangles with the same perimeter and different shapes.
	    Station 2: Students create rectangles with the same area and different shapes.
	    Station 3: Students create rectangles with a specified perimeter or area and side lengths.
	    Station 4: Students create rectangles with a specified area that are either squares or not squares.
				✓			✓

Bluebonnet Topic E: Problem Solving with Perimeter and Area							
TEKS Cluster: Measurement **TEKS Subcluster**: Perimeter							
Mia Measures Up 3.6(C), 3.7(B)	**Mixed Perimeter and Area** Students sort perimeter problems from area problems, match the diagrams to the problems and find the solutions.		✓	✓		✓	
Cover or Go Around? 3.6(C), 3.7(B)	**Mixed Perimeter and Area** Students decide if a problem represents area or perimeter and solve the problem. Scaffolding includes checking a perimeter or area box to remind students which they chose.		✓	✓		✓	

Patterns Abound
3.6(C), 3.7(B)
	Mixed Perimeter and Area
	This activity includes four stations:
	    Station 1: Students create rectangles with the same perimeter and different shapes.
	    Station 2: Students create rectangles with the same area and different shapes.
	    Station 3: Students create rectangles with a specified perimeter or area and side lengths.
	    Station 4: Students create rectangles with a specified area that are either squares or not squares.
				✓			✓