

# Kolbe Academy Home School

## GRADE THREE MATHEMATICS *MCP Math C*

### TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	5
B. Quarter 2	13
C. Quarter 3	21
D. Quarter 4	29
III. Multiplication Table	37
IV. Quarterly Exams	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
V. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

**Resale & Copying Policy:** This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

**COURSE TITLE:** Mathematics

**COURSE TEXTS:**

*MCP Math C*, 1994 (T4203)

*MCP Math C Resource Manual* (T4203A), Optional

**COURSE DESCRIPTION:**

This course of mathematics for third grade is directed to expanding the principles of the four functions that were begun in the second grade: addition, subtraction, multiplication and division. These four functions are the underpinnings of all that will be studied in arithmetic. Essentially, the course will involve the use of both inductive and deductive activities.

*Modern Curriculum Press Mathematics C* is used in third grade. The book begins with reviews of what the student has already learned. It is important that the student really knows all addition and subtraction facts; however, children have a tendency to forget them. Drill the student in the facts with flash cards, writing the facts, doing timed tests, or whatever works. He will be learning the multiplication and division facts through the 9's this year, and it is necessary for those facts to be memorized, also. If they are learned incrementally, it is easier for the student. Again, use whatever method or methods work, flash cards, writing the facts, or doing timed tests. Wherever it is possible, use manipulatives to solidify concepts.

We recommend that you do not tear out the pages of the mathematics book because if there is a need to review a concept, the student will not be able to look back and find where it was introduced.

It would be good to become familiar with the Glossary on pages 315-317. Show the student the pages and let him know that if he cannot remember what a term means, he can look it up there.

**SCOPE AND SEQUENCE:**

**Quarter 1**

1. Basic addition and subtraction facts through 18
2. Problem solving
3. Tens and units with place values and recognition to 1,000,000
4. Money
5. Rounding/estimation
6. Addition and subtraction, up to 4-digit numbers

**Quarter 2**

1. Time to quarter of an hour; one minute
2. Measuring to quarter-inch
3. Perimeter and volume
4. Temperature in Fahrenheit and Celsius
5. Meter and liquid measures
6. Multiplication facts through 9

**Quarter 3**

1. Multiplication, 1-digit by 2 and 3-digit numbers
2. Area
3. Geometric solids
4. Angles
5. Graphs
6. Division facts through 9

**Quarter 4**

1. Division with remainders
2. Averages
3. Fractions through  $1/12$
4. Decimals

**COURSE OBJECTIVES**

- ❖ mental activity of adding numbers without use of paper and pencil
- ❖ use of real objects for association of abstract principles
- ❖ all segments of problems written for the development of:
  - mental skills
  - finger dexterity

**COURSE PLAN METHODOLOGY:**

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Modern Curriculum Press Math Book C* is represented by the abbreviation **MCP**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This mathematics course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your third grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
MCP	Pages 1-12	Review of addition and subtraction facts.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	MCP Do pages 1-3	<input type="checkbox"/>	Review the addition facts to make sure the student has not forgotten them. Impress on the student the terms addend, sum. Advise that when a problem asks for a sum, it is an addition problem.	
DAY 2	MCP Do pages 4-6	<input type="checkbox"/>	Drill on the addition facts if they are not perfectly well known. This should be done on a regular basis.	
DAY 3	MCP Do pages 7-9	<input type="checkbox"/>	Review the subtraction facts to make sure the student has not forgotten them. Impress on the student the terms minuend, subtrahend, difference. Advise that when a problem asks for the difference or what is left, it is a subtraction problem.	
DAY 4	MCP Do pages 10-12	<input type="checkbox"/>	Drill on the subtraction facts if they are not perfectly well known. This should be done on a regular basis.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 1-3	<input type="checkbox"/>			
Pages 4-6	<input type="checkbox"/>			
Pages 7-9	<input type="checkbox"/>			
Pages 10-12	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
MCP	Pages 13-24	Problem solving, place value, and money.		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	MCP Do pages 13-15	<input type="checkbox"/>	For problem solving, have the student first read the question asked. If it says, "How many in all?", it is addition. If it asks, "What is the difference?", "How many more?", or "What was left?", it will be subtraction. It is recommended that you copy pages 15 and 16 and use them as timed tests alternating daily until the student gets 100% in less than 5 minutes.	
DAY 2	MCP Do pages 16-18	<input type="checkbox"/>	Understanding place value is of extreme importance. Make sure the student comprehends.	
DAY 3	MCP Do pages 19-21	<input type="checkbox"/>	Note the correct way of reading numbers on page 19. Do not allow the student to say the word "and" after the hundred. On page 21 when money is used, read the decimal point as "and."	
DAY 4	MCP Do pages 22-24	<input type="checkbox"/>	On page 24, in the Excursion at the bottom of the page, help the student to see how to find the pattern.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 13-15	<input type="checkbox"/>			
Pages 16-18	<input type="checkbox"/>			
Pages 19-21	<input type="checkbox"/>			
Pages 22-24	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>