

Kolbe Academy Home School

GRADE THREE MATHEMATICS *MCP Math C*

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Teachers' Notes: 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. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music should be worked in during the week, Friday is also a good day to concentrate on those subjects.

Your student may not need all of Week 8 for review. You can use this time to catch up and then go over the subject matter. If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. 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.

COURSE TITLE: Mathematics

COURSE DESCRIPTION:

This course of mathematics for 3rd 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:

1. Numbers/numerals
 - a. Tens and units with place values and recognition to 1,000,000.
 - b. Expanded notation
 - c. Fractions: $1/2$, $1/3$, and $1/4$
2. Operations
 - a. Use of (- and +) rules
 - b. Renaming
 - c. Simple multiplication and division
 - d. Equivalent fractions
3. Basic Principles
 - a. Order property in multiplication
 - b. Distributive property
 - c. Zero and one in multiplication and division
4. Measurement
 - a. Time to quarter of an hour
 - b. Nearest inch and half

- c. Meter and liquid measures
- 5. Geometry
 - a. Point, line, line segment
 - b. Polygon, square, rectangle, triangle
 - c. Square, rectangle, triangular regions
 - d. Circular region
- 6. Problem Solving
 - a. Deciding on the operation
 - b. Fractions and liquid measure
 - c. Using data from a previous problem
- 7. Problem Translation
 - a. Translation from words to numbers.

SKILLS TO BE DEVELOPED:

- ❖ mental calculation practice
- ❖ use of real objects for arithmetic functions
- ❖ all segments of the problems written out completely for the development of:
 - mental skills, and
 - tracking hand, eye, intellect

COURSE TEXT: *Modern Curriculum Press Mathematics C (MCP Math C), 1994*

COURSE PLAN METHODOLOGY: *Modern Curriculum Press Mathematics C* is represented by the abbreviation MCP. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON**, **TUES**, **WED**, and **THUR** abbreviations.

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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
MCP	Pages 1 – 12.
MON	Pages 1 – 3. Review the addition facts to make sure the student has not forgotten them. Impress on the child the terms addend, sum. Advise that when a problem asks for a sum, it is an addition problem.
TUES	Pages 4 – 6. Drill on the addition facts if they are not perfectly well known. This should be done on a regular basis.
WED	Pages 7 – 9. Review the subtraction facts to make sure the student has not forgotten them. Impress on the child the terms minuend, subtrahend, difference. Advise that when a problem asks for the difference or what is left, it is a subtraction problem.
THUR	Pages 10 – 12. Drill on the subtraction facts if they are not perfectly well known. This should be done on a regular basis.
Notes	
WEEK 2	
MCP	Pages 13 – 24.
MON	Pages 13 – 15. 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 page 15 & 16 and use them as timed tests alternating daily until the student gets 100% in less than 5 minutes.
TUES	Pages 16 – 18. Understanding place value is of extreme importance. Make sure the student comprehends.
WED	Pages 19 – 21. Note the correct way of reading numbers on page 19. Do not allow the child to say the word "and" after the hundred. On page 21 when money is used, read the decimal point as "and."
THUR	Pages 22 – 24. On page 24, in the Excursion at the bottom of the page, help the child to see how to find the pattern.