Indiana
Curricular Standards
Mathematics - Grade 3
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Benchmark Number	*Benchmark* • *Teaching Targets*	*Gourmet Resource*	*Tested*	*Taught*
	Domain: Number Sense			
	Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.			
3.1.1	• *Count, read, and write whole numbers up to 1,000.* ***Example****: Write 349 for the number "three hundred forty-nine".*	**Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.2	• *Identify and interpret place value in whole numbers up to 1,000.* ***Example****: Understand that the 7 in 47̲9 represents 7 tens or 70.*	**Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.3	• *Use words, models, and expanded form to represent numbers up to 1,000.* ***Example****: Recognize that 492 = 400 + 90 + 2.*	**Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.4	• *Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.* ***Example****: 325 can be written as 3 hundreds, 2 tens, and 5 ones, or as 2 hundreds, 12 tens, and 5 ones, etc.*	**Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

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3.1.5	• *Compare whole numbers up to 1,000 and arrange them in numerical order.* ***Example**: What is the smallest whole number you can make using the digits 4, 9, and 1? Use each digit exactly once.*	**Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.6	• *Round numbers less than 1,000 to the nearest ten and the nearest hundred.* ***Example**: Round 548 to the nearest ten.*	**Appetizers 10 B; Main Dish Objective 10 (Estimation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.7	• *Identify odd and even numbers up to 1,000 and describe their characteristics.* ***Example**: Find the even number: 47, 106, 357, 629.*	**Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.8	• *Show equivalent fractions* using equal parts.* ***Example**: Draw pictures to show that $\frac{3}{5}$, $\frac{6}{10}$, and $\frac{9}{15}$ are equivalent fractions.*	**Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.9	• *Identify and use correct names for numerators and denominators.* ***Example**: In the fraction $\frac{3}{5}$, name the numerator and denominator.*	**Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.10	• *Given a pair of fractions, decide which is larger or smaller by using objects or pictures.* ***Example**: Is $\frac{3}{4}$ of a medium pizza larger or smaller than $\frac{1}{2}$ of a medium pizza? Explain your answer.*	**Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

*whole numbers: 0, 1, 2, 3, etc.

*equivalent fractions: fractions with the same value (e.g., $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, etc.)

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3.1.11	• *Given a set* of objects or a picture, name and write a decimal to represent tenths and hundredths.* ***Example**: You have a pile of 100 beans and 72 of them are lima beans. Write the decimal that represents lima beans as part of the whole pile of beans.*	**Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.12	• *Given a decimal for tenths, show it as a fraction using a place-value model.* ***Example**: Show the decimal 0.7 as a fraction using pennies.*	**Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.13	• *Interpret data displayed in a circle graph and answer questions about the situation.* ***Example**: Have the students in your class choose the pizza they like best from these choices: cheese, sausage, pepperoni. Use a spreadsheet to enter the number of students who chose each kind and make a circle graph of the data. Determine the most popular and least popular kind of pizza, and explain what the circle and each pie slice represent.*	**Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lesson 1; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.14	• *Identify whether everyday events are certain, likely, unlikely, or impossible.* ***Example**: It is raining in your neighborhood. Is it certain, likely, unlikely, or impossible that the tree in your front yard will get wet?*	**Appetizers 5 F; Main Dish Objective 5 (Probability/Statistics) Lesson 6; Extension Activity; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.1.15	• *Record the possible outcomes for a simple probability experiment.* ***Example**: Predict how many heads and tails will occur if a coin is tossed 10 times. Have a partner toss a coin while you keep a tally of the outcomes. Exchange places with your partner and repeat the experiment. Explain your results to the class.*	**Appetizers 5 F; Main Dish Objective 5 (Probability/Statistics) Lesson 6; Extension Activity; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

*set: collection of objects, numbers, etc.

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	Domain: Computation			
	Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division			
3.2.1	• *Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.* ***Example****: 854 - 427 = ? Explain your method.*	**Appetizers 6 A, B, C, & D; 7 A; 11 A; Main Dish Objectives 6 (Addition) Lessons 1, 2, 3, & 4; 7 (Subtraction) Lesson 1; 11 (Problem Solving) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.2.2	• *Represent the concept of multiplication as repeated addition.* ***Example****: Lynn made 3 baskets each week for 4 weeks. Draw a picture to show how many baskets she made.*	**Appetizers 7 A; 11 A & B; Main Dish Objectives 7 (Subtraction) Lesson 1; 11 (Problem Solving) Lessons 1 & 2; Reteach - Arrays; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.2.3	• *Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.* ***Example****: Bob shared 10 cookies among 5 friends. Draw a picture to show how many cookies each friend got.*	**Appetizers 9 A; 11 B; Main Dish Objectives 9 (Division) Lesson 1; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.2.4	• *Know and use the inverse relationship between multiplication and division facts, such as 6 x 7 = 42, 42 ÷ 7 = 6, 7 x 6 = 42, 42 ÷ 6 = 7.* ***Example****: Find other facts related to 8 x 3 = 24.*	**Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

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3.2.5	• *Show mastery of multiplication facts for 2, 5, and 10.* ***Example**: Know the answer to 6 x 5.*	**Appetizers 8 A; Main Dish Objective 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.2.6	• *Add and subtract simple fractions with the same denominator.* ***Example**: Add $\frac{3}{8}$ and $\frac{1}{8}$. Explain your answer.*			
3.2.7	• *Use estimation to decide whether answers are reasonable in addition and subtraction problems.* ***Example**: Your friend says that 79 - 22 = 27. Without solving, explain why you think the answer is wrong.*	**Appetizers 13 B; Main Dish Objective 13 (Reasonableness) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.2.8	• *Use mental arithmetic to add or subtract with numbers less than 100.* ***Example**: Subtract 35 from 86 without using pencil and paper.*			
	Domain: Algebra and Functions			
	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.			
3.3.1	• *Represent relationships of quantities in the form of a numeric expression or equation.* ***Example**: Bill's mother gave him money to buy three drinks that cost 45 cents each at the concession stand. When he returned to the bleachers, he gave 25 cents change to his mother. Write an equation to find the amount of money Bill's mother originally gave him.*	**Appetizers 11 D; 12 A; Main Dish Objectives 11 (Problem Solving) Lesson 4; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

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3.3.2	• *Solve problems involving numeric equations.* ***Example**: Use your equation from the last example to find the amount of money that Bill's mother gave him, and justify your answer.*	**Appetizers 11 A & D; 12 A; Main Dish Objectives 11 (Problem Solving) Lessons 1 & 4; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.3.3	• *Choose appropriate symbols for operations and relations to make a number sentence true.* ***Example**: What symbol is needed to make the number sentence 4 _ 3 = 12 true?*	**Appetizers 12 A; Main Dish Objective 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.3.4	• *Understand and use the commutative* and associative* rules for multiplication.* ***Example**: Multiply the numbers 7, 2, and 5 in this order. Now multiply them in the order 2, 5, and 7. Which was easier? Why?*	**Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.3.5	• *Create, describe, and extend number patterns using multiplication.* ***Example**: What is the next number: 3, 6, 12, 24,…? How did you find your answer?*	**Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.3.6	• *Solve simple problems involving a functional relationship between two quantities.* ***Example**: Ice cream sandwiches cost 20 cents each. Find the costs of 1, 2, 3, 4… ice cream sandwiches. What pattern do you notice? Continue the pattern to find the cost of enough ice cream sandwiches for the class.*	**Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

*commutative rule: the order when multiplying numbers makes no difference (e.g., 5 x 3 = 3 x 5), but not that this rule is not true for division

*associative rule: the grouping when multiplying numbers makes no difference (e.g., in 5 x 3 x 2, multiplying 5 and 3 and then multiplying by 2 is the same as 5 multiplied by 3 x 2), but not that this rule is not true for division

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3.3.7	• *Plot and label whole numbers on a number line up to 10.* ***Example**: Mark the position of 7 on a number line up to 10.*	**Appetizers 2 C; Main Dish Objective 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
	Domain: Geometry			
	Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.			
3.4.1	• *Identify quadrilaterals* as four-sided shapes.* ***Example**: Which of these are quadrilaterals: square, triangle, rectangle?*	**Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.4.2	• *Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.* ***Example**: Identify right angles in your classroom. Open the classroom door until it makes a right angle with one wall and explain what you are doing.*			
3.4.3	• *Identify, describe, and classify: cube, sphere*, prism*, pyramid, cone, cylinder.* ***Example**: Describe the faces of a pyramid and identify its characteristics.*	**Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.4.4	• *Identify common solid objects that are the parts needed to make a more complex solid object.* ***Example**: Describe and draw a house made from a prism and a pyramid.*	**Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

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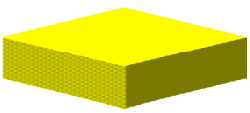
3.4.5	• *Draw a shape that is congruent* to another shape.* ***Example**: Draw a triangle that is congruent to a given triangle. You may use a ruler and pencil or the drawing program on a computer.*	**Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.4.6	• *Use the terms point, line, and line segment in describing two-dimensional shapes.* ***Example**: Describe the way a triangle is made of points and line segments and how you know it is a triangle.*	**Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.4.7	• *Draw line segments and lines.* ***Example**: Draw a line segment three inches long.*			
3.4.8	• *Identify and draw lines of symmetry in geometric shapes (by hand or using technology).* ***Example**: Use pencil and paper or a drawing program to draw lines of symmetry in a square. Discuss your findings.*	**Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.4.9	• *Sketch the mirror image reflections of shapes.* ***Example**: Hold up a cardboard letter F to a mirror. Draw the letter and the shape you see in the mirror.*	**Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.4.10	• *Recognize geometric shapes and their properties in the environment and specify their locations.* ***Example**: Write the letters of the alphabet and draw all the lines of symmetry that you see.*	**Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

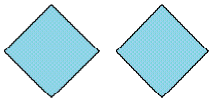
*quadrilateral: a two-dimensional figure with four sides

*sphere: round ball like a baseball

*prism: solid shape with fixed cross-section (a right prism is a solid shape with two parallel faces that are congruent polygons and other faces that are rectangles)



*congruent: two figures that are the same shape and size



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	Domain: Measurement			
	Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.			
3.5.1	• *Measure line segments to the nearest half-inch.* ***Example**: Measure the length of a side of a triangle.*	**Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.2	• *Add units of length that may require regrouping of inches to feet or centimeters to meters.* ***Example**: Add the lengths of three sheets of paper. Give your answer in feet and inches.*	**Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.3	• *Find the perimeter of a polygon*.* ***Example**: Find the perimeter of a table in centimeters. Explain your method.*	**Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.4	• *Estimate or find the area of shapes by covering them with squares.* ***Example**: How many square tiles do we need to cover this desk?*	**Appetizers 4 F; Main Dish Objective 4 (Measurement) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.5	• *Estimate or find the volume of objects by counting the number of cubes that would fill them.* ***Example**: How many of these cubes will fill the box?*			
3.5.6	• *Estimate and measure capacity using quarts, gallons, and liters.* ***Example**: This bottle holds one liter. Estimate how many liters the sink holds.*	**Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

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3.5.7	• *Estimate and measure weight using pounds and kilograms.* ***Example**: Estimate the weight of your book bag in pounds.*	**Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.8	• *Compare temperatures in Celsius and Fahrenheit.* ***Example**: Measure the room temperature using a thermometer that has both Celsius and Fahrenheit units. If the temperature in the room measures 70°F, will the Celsius measurement be higher or lower?*	**Appetizers 4 C; Main Dish Objective 4 (Measurement) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.9	• *Tell time to the nearest minute and find how much time has elapsed.* ***Example**: You start a project at 9:10 a.m. and finish the project at 9:42 a.m. How much time has passed?*	**Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.10	• *Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the $ symbol.* ***Example**: You have 5 quarters and 2 dollar bills. How much money is that? Write the amount.*	**Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.11	• *Use play or real money to decide whether there is enough money to make a purchase.* ***Example**: You have $5. Can you buy two books that cost $2.15 each? What about three books that cost $1.70 each? Explain how you know.*	**Appetizers 1 F; 13 A & B; Main Dish Objectives 1 (Number Concepts) Lesson 6; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.5.12	• *Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).* ***Example**: How many minutes are in 3 hours?*	**Appetizers 4 A & B; Main Dish Objective 4 (Measurement) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

*polygon: two-dimensional shape with straight sides (e.g., triangle, rectangle, pentagon)

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	Domain: Problem Solving			
	Students make decisions about how to approach problems and communicate their ideas.			
3.6.1	• *Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.* ***Example**: Solve the problem: "Start with any number. If it is even, half it. If it is odd, add 1. Do the same with the result and keep doing that. Find what happens by trying different numbers." Try two or three numbers and look for patterns.*	**Appetizers 1 C; 2 B; Main Dish Objectives 1 (Number Concepts) Lesson 3; 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.6.2	• *Decide when and how to break a problem into simpler parts.* ***Example**: In the first example, find what happens to all the numbers up to 10.*	**Appetizers 11 A & D; 12 A; 13 B; Main Dish Objectives 11 (Problem Solving) Lessons 1 & 4; 12 (Mathematical Representation) Lesson 1; 13 (Reasonableness) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
	Students use strategies, skills, and concepts in finding and communicating solutions to problems.			
3.6.3	• *Apply strategies and results from simpler problems to solve more complex problems.* ***Example**: In the first example, use your results for the numbers up to 10 to find what happens to all the numbers up to 20.*	**Appetizers 11 D; Main Dish Objective 11 (Problem Solving) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.6.4	• *Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.* ***Example**: In the first example, explain what happens to all the numbers that you tried.*	**All Appetizers - Interactive participation; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		

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3.6.5	• *Recognize the relative advantages of exact and approximate solutions to problem and give answers to a specified degree of accuracy.* ***Example**: Measure the length and width of a room to the nearest meter to find how many student desks will fit in it. Would this be an accurate enough method if you were carpeting the room?*	**Appetizers 10 A; 13 A & D; Main Dish Objectives 10 (Estimation) Lesson 1; 13 (Reasonableness) Lessons 1 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.6.6	• *Know and use strategies for estimating results of whole-number addition and subtraction.* ***Example**: You buy 2 bags of candy for $1.05 each. The cashier tells you that will be $1.70. Does that surprise you? Why or why not?*	**Appetizers 10 B, C, & D; Main Dish Objective 10 (Estimation) Lessons 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.6.7	• *Make precise calculations and check the validity of the results in the context of the problem.* ***Example**: In the first example, notice that the result of adding 1 to an odd number is always even. Use this to check your calculations.*	**Appetizers 13 A; Main Dish Objective 13 (Reasonableness) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
	Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.			
3.6.8	• *Decide whether a solution is reasonable in the context of the original situation.* ***Example**: In the example about fitting desks into a room, would an answer of 1,000 surprise you?*	**Appetizers 13 A & D; Main Dish Objective 13 (Reasonableness) Lessons 1 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		
3.6.9	• *Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.* ***Example**: Change the first example so that you multiply odd numbers by 2 or 3 or 4 or 5, before adding 1. Describe the pattern you see.*	**Appetizers 12 A & B; Main Dish Objective 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics; Doggie Bags CD-Rom**		