

VIRGINIA – CURRICULAR ALIGNMENT

GRADE 3

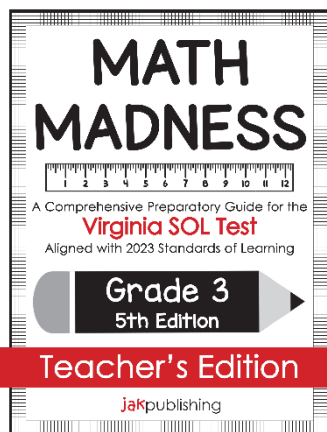
In 2023, the state of Virginia adopted new Standards of Learning for Mathematics. These standards are embedded within the five content strands and describe what students are expected to know. This consumable workbook provides a daily review of each of the five content strands. All material listed in the “Knowledge and Skills” column of the framework has been thoroughly covered.

Students should have ample opportunities to practice math concepts and demonstrate their level of understanding by answering questions in different formats. To meet the needs of Virginia’s students, Math Madness includes the following question formats:

- Multiple Choice
- Select all that apply.
- True or False
- Fill in the blank
- Matching
- Constructed Response

These question types provide students with a more rigorous format and an opportunity to articulate their thinking mathematically.

This workbook is designed to provide daily exposure to all Grade 3 math strands. The chart below shows the format for each daily lesson. This format allows an educator to note student weaknesses and provide an opportunity for remediation. For example, if a student consistently misses questions 5 and 6, it will alert the educator to shortcomings in the area of measurement and geometry.



Math Madness Question	Strand / Standard Covered
1 and 2	Number and Number Sense 3.NS.1a-c 3.NS.2a-b 3.NS.3a-h 3.NS.4a-d
3 and 4	Computation and Estimation 3.CE.1a-e 3.CE.2a-g
5 and 6	Measurement and Geometry 3.MG.1a-c 3.MG.2a-b 3.MG.3a-c 3.MG.4a-g
7	Probability and Statistics 3.PS.1a-e
8	Patterns, Functions, and Algebra 3.PFA.1a-e
9/10	Constructed Response (Mixed Review of all Standards)

For maximum benefit this workbook should be used 4-5 days a week. Ideally students complete one Math Madness lesson each day as part of their morning work. Daily math lessons then begin by spending approximately 10-15 minutes reviewing the lesson and discussing each problem. With daily practice you will find students learn these concepts before formal instruction is given. As the year progresses, Math Madness becomes a review of what has been taught, practice of current concepts, and a preview of what’s still to come. Eventually it becomes a review of the 3rd grade math curriculum. Teaching math concepts in this manner provides educators with a method that will help students retain information taught throughout the year thus minimizing the need to review concepts in preparation for the SOL test. If used consistently the payoff is big – students become confident mathematicians with high test scores.