

Grade 3 PLT Correlations to Minnesota Academic Standards in Mathematics				Math correlation grade																				
				PreK-	Pre K-8	PreK-5	gr K-8	Pre K-8	PreK-8	K-6	K-8	gr 3-6	Gr 1-8	PreK-6	K-6	K-8	gr 1-8	gr 3-8						
				Project Learning Tree Activity Number: 1 4 6 16 21 22 25 27 28 32 36 65 70 77 80 page number (2006 edition) 17 26 34 77 97 102 111 117 120 135 153 277 297 332 345																				
strand	Sub-strand	Standard	benchmark	The Shape of Things	Sounds Around	Picture This	Pass the Plants, Please	Adopt a Tree	Trees as Habitats	Birds and Worms	Every Tree for Itself	Air Plants	A Forest of Many Uses	Pollution Search	Bursting Buds	Soil Stories	Trees in Trouble	Tommy Succeeds Like Succession						
Grade 3	I. Mathematical Reasoning		Apply skills of mathematical representation, communication and reasoning throughout the remaining four content strands.	1. Communicate, reason and represent situations mathematically.																				
				2. Solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step problems into simpler parts.																				
				3. Evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.																				
				4. Know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.																				
				5. Express a written problem in suitable mathematical language, solve the problem and interpret the result in the original context.																				
				6. Support mathematical results using pictures, numbers and words to explain why the steps in a solution are valid and why a particular solution method is appropriate.																				
Grade 3	II. Number Sense, Computation, & Reasoning	A. Number Sense	Represent whole numbers in various ways to quantify information and to solve real-world and mathematical problems. Understand the concept of decimals and common fractions.	1. Read, write with numerals, compare and order whole numbers to 9,999.																				
				2. Represent up to 4-digit whole numbers in various ways maintaining equivalence, such as $3206 = (32 \times 100) + 6$ or $3206 = 3200 + 6$.																				
				3. Know how fractions are related to the whole, such as four-fourths equal a whole or three-fourths equal three of four equal parts of a whole.																				
				4. Represent and write fractions with pictures, models and numbers.																				
	B. Computation and Operation	Compute fluently and make reasonable estimates with whole numbers in real-world	1. Use addition of up to three whole number addends, containing up to four digits each in real-world and mathematical problems.																					

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0 = Some correlation

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		numbers in real-world and mathematical problems. Understand addition and subtraction and how they relate to one another. Understand the concepts of multiplication and division.	2. Use subtraction with up to three digit whole numbers in real-world and mathematical problems. 3. Use the inverse relationship of addition and subtraction to compute and check results. 4. Demonstrate mastery of basic addition facts for addends 0 through 9, without a calculator. 5. Demonstrate mastery of subtraction facts that are inverses of the basic addition facts, without a calculator. 6. Demonstrate an understanding of the multiplication facts through 10 using concrete models. 7. Use models to solve multiplication and division problems and use number sentences to record the solutions.																
Grade 3	III. Patterns, Functions, & Algebra	A. Patterns and Functions	Understand and describe patterns in numbers and shapes.							0									
		B. Algebra (Algebraic Thinking)	Add and subtract whole numbers in the correct order to solve real-world and mathematical problems.	1. Identify a missing number or operation in a simple arithmetic equation such as $3_4 = 7$ or $9_ = 2$. 2. Use the properties of addition and subtraction that involve ordering, grouping and the number 0, to do simple computations with whole numbers.															
Grade 3	IV. Data Analysis, Statistics, & Probability	A. Data and Statistics	Represent and interpret data in real-world and mathematical problems.	1. Read and interpret data from circle graphs using halves, thirds and quarters. 2. Collect data using observations or surveys and represent the data with pictographs and line plots with appropriate title and key.	X	0	0												
		B. Probability	Explore the basic concept of probability.		X	X		X	0	X			X						

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				Project Learning Tree Activity Number:																
				1	4	6	16	21	22	25	27	28	32	36	65	70	77	80		
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				17	26	34	77	97	102	111	117	120	135	153	277	297	332	345		
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Grade 3	V. Spatial Sense, Geometry, & Measurement	A. Spatial Sense	Understand the concept of reflection symmetry as applied to geometric shapes. Understand how representations of shapes are affected by various motions.	1. Identify lines of symmetry in geometric shapes.																
			2. Recognize and predict the position and orientation of a shape after a single flip, slide or turn.																	
	B. Geometry	Classify shapes by specified attributes. Identify simple shapes within complex shapes.	1. Identify, describe and classify two-dimensional shapes according to number and length of sides and kinds of angles.	X																
			2. Identify common two- and three-dimensional shapes that are components of more complex shapes.	X																
	C. Measurement	Measure and calculate length, time, weight, temperature and money using appropriate tools and units to solve real-world and mathematical problems.	1. Select an appropriate tool and identify the appropriate unit to measure time, length, weight and temperature.					0					0							
			2. Find the perimeter of a polygon with whole number sides.																	
			3. Know the relationships between units of length in a system of measurement, such as 12 inches equals 1 foot or 100 centimeters equals 1 meter.																	
			4. Tell time to the minute using digital and analog time.																	
			5. Determine elapsed time to the minute.																	
			6. Make change using as few coins as possible up to a dollar.																	

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The Project Learning Tree PreK-8 Activity Guide is written from a comprehensive environmental systems-based perspective and is multidisciplinary and cross-curricular in nature. Many lessons cover a wide spectrum of topics.

This correlations system represents PLT's interpretation of the Minnesota Academic Standards and their relation to the PLT PreK-8 Activity Guide (2006 revision). The activities are correlated to the Minnesota Academic Standards to illustrate the level to which the lessons address the learning benchmarks within the standards. No activities are designed to specifically meet the U.S. National Education Standards or the Minnesota Academic Standards. Individual educators are responsible for addressing specific requirements outlined within the Minnesota Academic Standards. Although each PLT activity provides assessment suggestions, individual educators are responsible for assessing student work. We strongly encourage all educators to modify lessons from the PLT Guide as they best see fit.

The grid below suggests correlations between each PLT activity and the MN Academic Benchmarks it addresses. An "x" means that the activity partially or fully addresses the concepts and language used in the Benchmark. An "o" means that the activity introduces the concepts and language used in the Benchmark.

We welcome your comments and suggestions regarding the accuracy and usefulness of this system. We sincerely hope you will find these correlations useful as you integrate PLT activities into your curriculum.