STEMscopes TEXAS MATH
POWERED BY ACCELERATE LEARNING

Grade 3

Teacher Guide Sample

Made for Teachers, by Teachers

Built for Texas Math

STEMscopes Texas Math™ Teacher Guides

As educators and math experts, we understand the demands of teaching math, so we've designed our teacher guides to provide you with the support you need. Whether you're a seasoned veteran or at the start of your journey as a math teacher, we equip you to create engaging, impactful learning experiences.

Our Teacher Guides are printed supplementary resources that support high-quality, meaningful math instruction.

Don’t Miss Out on Key Digital Features – Log In Now!

The entire STEMscopes Texas Math curriculum is online, including Teacher Guide content.

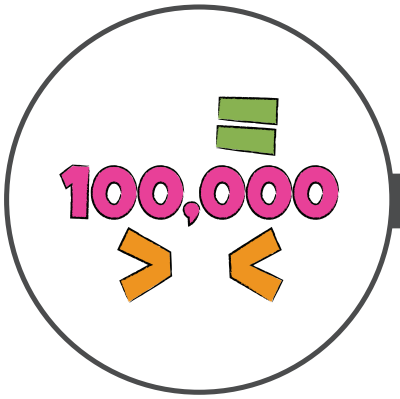
SCAN ME TO REQUEST DIGITAL ACCESS

Access our full curriculum online in two easy ways:

1. Log in using your district's unique review URL and credentials.
2. Sign up at ***accelerateLearning.com/math/tx***.

From our online platform, you can:

- Bookmark your favorite elements and craft lesson plans.
- Access detailed preparation instructions, facilitation prompts, discussion questions, and sample student answers.
- Preview assignments from the student’s view.
- Assign and grade activities while offering feedback through a user-friendly interface.
- Download and print handouts and resource files for added flexibility.
- Access all student resources in English and Spanish!



Compare and Order Numbers

Scope Introduction

Scope Summary

Students use and build upon their prior knowledge of comparing and ordering numbers up to 1,200. The concept is similar to what they learned in kindergarten, first grade, and second grade; students simply must extend the concept to numbers up to 100,000. Students must analyze the digits in the greatest place values in order to compare. Students may also use a number line as a tool for comparing and ordering numbers.

Student Expectations

3.2D

- Compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.

Vertical Alignment

Background Knowledge

Students are introduced to the idea of comparing and ordering numbers beginning in kindergarten. Students have a foundational understanding of comparative language and symbols. They also possess an understanding of how to use place value to compare numbers. In second grade, students master comparing and ordering numbers to 1,200.

Future Expectations

In fourth grade, students extend this concept to include numbers up to 1,000,000,000. Additionally, students compare and order decimals using concrete and visual models to the hundredths place.

Engage Activities

Accessing Prior Knowledge

In pairs, students engage in a hands-on activity where they read statements about number relationships, then use an Open Number Line to visualize and determine their agreement or disagreement. They record their decisions and discuss their reasoning in a class dialogue. This process assesses their prior knowledge and addresses misconceptions about number comparison, leveraging peer collaboration and visual aids to facilitate understanding.

If your students are struggling with previously taught concepts, use the Foundation Builder activity in this scope to reinforce ideas presented in the APK.

Hook

Students begin by watching a video that sets up a scenario involving video game scores, sparking a discussion on the mathematics of ranking these scores using comparison symbols (> < =). They engage in a practical exercise where each rolls dice to generate and compare five-digit numbers. After exploring these concepts, they use an open number line to visually place and order the numbers, discussing place value and appropriate use of comparison symbols to understand number relationships.

Home

Explore Activities

Explore 1

Compare Numbers

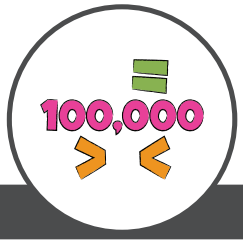
Students watch a video scenario about video game scores, leading to discussions on ranking scores using comparison symbols (> < =). They then roll dice to create five-digit numbers, comparing these using place value. Using an open number line, they visually order the numbers and discuss the use of comparison symbols, enhancing their understanding of number relationships.

Explore 2

Order Numbers

In this group activity, students arrange whole numbers up to 100,000 by magnitude. They use Top Score Posters, which hide each digit of a number under sticky notes, uncovering them progressively to emphasize place value. Working with Comparison Work Mats, place value disks, and a number line, students plot and order scores from least to greatest and vice versa, discussing the importance of place value in making comparisons. This task enhances their understanding of number relationships and comparison symbols.

Notes



Compare and Order Numbers

Accessing Prior Knowledge

Activity Preparation

Students read five student statements about comparing and ordering numbers and choose the statement they agree with.

Materials

Printed

- 1 Student Handout (per pair)
- 1 Open Number Line (per pair)

Preparation

- Plan to have students work in pairs to complete this activity.
- Print a Student Handout for each pair of students, or prepare to project the Student Handout for the class.
- Print the Open Number Line for each pair.

Procedure and Facilitation

FACILITATION TIP

Project each statement one at a time and read them aloud with students prior to asking them to form an opinion.

1. Divide the class into pairs. Distribute the Student Handout to each pair of students, or project it for all students to see.
2. Instruct students to observe the number of points on the board and read the students' statements that describe the relationships between the numbers.
3. Invite students to work with their partners to represent each number on the Open Number Line to help determine if they agree or disagree with each statement on the Student Handout.
4. Students then record which statements they agree with by writing the statement numbers in the corner of their Open Number Lines.

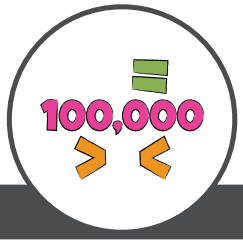
Notes

5. Facilitate a class discussion about why students agreed or disagreed with each statement. This provides an opportunity to gather an understanding of prior student knowledge before beginning the lessons. Encourage students to support their answers, and check for understanding and misconceptions. Sample student responses include the following:
    a. I do not agree with Statement 1. Just because Jess's number starts with the greatest digit does not make it the greatest number. We have to think about place value too.
    b. I agree with Statement 2 because Adolfo's number was furthest to the right on the number line. A number is greater than another number if it is further to the right on the number line.
    c. I do not agree with Statement 3. It may not be the greatest number, but that's not because it has two zeros in it. Sometimes lots of zeros can mean a big number! You have to look at the digits in the highest place values to decide if a number is greater or less than another number.
    d. I do agree with Statement 4 because the 8 in the hundreds place and the 7 in the tens place mean this number has the highest digits in the highest place values. When I look at Adolfo's and Rich's numbers, I see they both have an 8 in the hundreds place, so we need to look at the tens places. Adolfo's tens place is a 7 (with a value of 70) and Rich's is 0, so 872 is the greatest number.
    e. I do agree with Statement 5 because Jess's number only goes to the tens place while the other two numbers have digits in the hundreds place; therefore, it is the least number. Even one hundred is greater than 9 tens.
6. If students are struggling to complete this task, do the Foundation Builder to fill the gap in prior knowledge before moving on to other parts of the scope.

FACILITATION TIP

To support clear responses, curate sentence frames or starters. For example, "I agree with statement...because... is ... on the number line." Provide a word bank as needed (further, left, right, furthest, greatest, digit, place value etc). Refer to the sample student responses in Step 5 for ideas.

Notes



Compare and Order Numbers

Hook: Video Game Showdown

Activity Preparation

Students compare whole numbers up to 100,000, using the symbols >, <, and =.

Materials

Reusable

- 1 Phenomena (per class)
- 3 Dice (per class)

Consumable

- 5 Sheets of white card stock (optional) (per class)

Preparation

- Plan to show the Phenomena.

Procedure and Facilitation

FACILITATION TIP

Engage students by asking how scores are posted on some high interest video games. Students may note that the scores are already listed in order in the video game so that determining 1st, 2nd and 3rd place is not needed.

Part I: Pre-Explore

1. Introduce this activity toward the beginning of the scope. The class will revisit the activity and solve the original problem after students have completed the corresponding Explore activities.
2. Show the Phenomena. Ask students the following questions: *What do you notice? Where can you see math in this situation?* Allow students to share all ideas.
3. Explain the scenario to the class: *You and your friends are playing a video game. You want to know who has the higher score so you can determine who is in first, second, or third place.*
4. Allow the students to ask questions and clarify the context as needed. Encourage them to share their thoughts and experiences with the class using the following questions:
    a. Have you ever played a video game? What was it like?
    b. How could you know if someone is in first, second, or third place?
    c. What types of scores have you seen when playing games?
5. Discuss the following questions with the class:
    a. **DOK-1** What information do we know? We know there are going to be three scores, and we have to decide who is in first, second, and third place.
    b. **DOK-1** What information do we need to find out? Once we know the scores, we will need to place the scores in order to determine who is first, second, and third.
6. Ask students to turn and talk to share how they would solve the problem.
7. Move on to complete the Explore activities.

Part II: Post-Explore

1. After students have completed the Explore activities for this topic, show the Phenomena again, and repeat the scenario.
2. Discuss the following questions with the class:
   - **a.** **DOK-1** What information do we know? We know there are going to be three scores, and we have to decide who is in first, second, and third place.
   - **b.** **DOK-1** What information do we need to find out? Once we know the scores, we will need to place the scores in order to determine who is first, second, and third.
3. Create an open number line on the board for the whole class to see.
4. Call three students up to the board. Instruct the students to each roll a die. Each student rolls the dice 5 times to generate their video game score. Each number they roll will represent a digit in their video game score. Students record each number rolled somewhere on the board that is easily visible to the rest of the students. Once each student has rolled their dice 5 times and created their five-digit number, read each number out loud. If necessary, rewrite the numbers so they are larger and easier to see.
5. Ask the students to plot their number on the number line and determine the order of the numbers from greatest to least. Have them use place value to support their reasoning.
   - a. Optional: Once the five-digit numbers have been determined, provide labeled tickmarks on the open number line before students plot their number.
6. Call on another student to write the scores in order from greatest to least using symbols. Read the comparison to the class and ask them if they agree with the symbol chosen.
7. Discuss the following questions with the class:
   - **a.** **DOK-1** What symbols can we use to compare numbers? Greater than, less than, equal to
   - i. Record these symbols on the board: >, <, =.
   - **b.** **DOK-2** When you have a five-digit number such as the numbers we compared today, which place value do you look at first? You look at the ten thousands place because it is the greatest place value.
   - **c.** **DOK-2** If those digits are equal, which place value should you look at next? You look at the thousands place, then the hundreds, then the tens, and then the ones. The number with the greatest digit in the greatest place value is the greatest number.
   - **d.** **DOK-2** If the numbers were the same, which symbol would you use? You would use the equal sign (=).
8. As an extension, have students write the scores in order from least to greatest. They could also roll the dice with a partner to come up with new scores and put them in order.

FACILITATION TIP

Consider challenging students to choose the place value for each digit rolled as they roll the die. Encourage students to strategize to generate the "highest score" (or lowest).

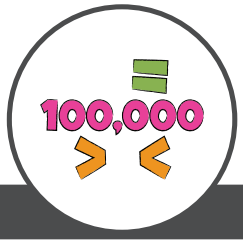
FACILITATION TIP

Consistently model how to reasonably estimate where the tick marks go on an open number line.

FACILITATION TIP

Model how to line the 5-digit numbers up carefully using place value. Use a masking tool and cover/uncover the digits one column at a time from left to right.

Notes



Compare and Order Numbers

Explore 1: Compare Numbers

Activity Preparation

Students represent comparisons with whole numbers up to 100,000 using the symbols >, <, and =.

Mathematical Process Standards

- **(A)** Apply mathematics to problems arising in everyday life, society, and the workplace.
- **(C)** Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- **(D)** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
- **(F)** Analyze mathematical relationships to connect and communicate mathematical ideas.

Materials

Printed

- 1 Student Journal (per student)
- 1 Stadium Chart (per group)
- 1 Place Value Mat (per group)
- 1 Exit Ticket (per student)

Reusable

- 1 Set of place value disks (per group)
- 1 Clear sheet protector (per group)
- 1 Dry-erase marker (per group)
- 1 Extra sheet of paper (per group)

Preparation

- Plan to have students work in groups of 3–4 to complete this activity.
- Print a Student Journal and an Exit Ticket for each student.
- Print a Stadium Chart for each group.
- Print a Place Value Mat for each group. Place it in a sheet protector so students can write on it with a dry-erase marker.
- **Go Digital!** Have students explore or present their solutions using virtual manipulatives! The manipulatives used in this lesson can be found in the Explore drop-down menu and can be digitally assigned to students. (Place Value Disks)

Procedure and Facilitation

FACILITATION TIP

Students may need to complete Skill Basics - How to Use a Place Value Chart to Compare Multi-Digit Numbers prior to Step 1.

FACILITATION TIP

Engage students by curating images of nearby stadiums and their capacities. If there are not many local stadiums, project some video images of high interest venues.

1. Read the following scenario to the class: *The roar of the fans cheering for their team fills your ears! It is the first game of the season and the first time you have gone to a stadium to watch your team play. The excitement in the stands is, well, exciting! As you look around the stadium, you notice how big it is, and you wonder how the size of your stadium compares to other stadiums around the country. After the game, you decide to research the sizes of various stadiums around the United States. You find your hometown stadium has 75,000 seats. Each group will get a copy of the results. Can you compare the number of seats at different stadiums?*
2. Help students access the task by asking the following guiding questions:
   a. Have you ever been to a stadium? What was it like?
   b. How many seats do you think are in our local stadium? (Optionally, look up the number of seats in a local stadium.)
   c. What do stadiums look like?
   d. What do you remember about comparing numbers?

3. Give a Student Journal to each student. Give each group a Stadium Chart, a Place Value Mat, a dry-erase marker, and a set of place value disks. Give students time to talk with their groups about what they notice about the number of seats for each stadium on the Stadium Chart.
4. Instruct students to use place value and number lines to compare the number of seats in the hometown stadium and benford stadium. They will create a concrete model on their Place Value Mats using place value disks and draw their models on their Student Journals.
5. Students plot both numbers and label them on the number line provided on their Student Journals.
6. Discuss with students how they could use the place value chart and the number line to help them compare numbers using the following guiding questions:
    a. **DOK-1** How can place value help us compare numbers? We can look at the digits in the greatest place values. The number with the greatest digit in the highest place value is the greater number.
    b. **DOK-1** How can a number line help us compare numbers? The number farthest to the right on the number line is the greater number.
7. Prompt students to record on their Student Journals two comparison statements that represent the relationship using symbols.
    a. If students need additional support remembering the symbols, relate them to the numbers' positions on a number line. For example, a number farther to the left on the number line (<) is less than a number on the right, and the "less than" symbol appears to point to the left.
8. Students continue using their Stadium Charts to complete the remainder of their Student Journals. If needed, students can build concrete models using their place value disks and Place Value Mats before recording the digits in each place value on their Student Journals. Students then plot the numbers on the provided number lines and write comparison statements on their Student Journals.

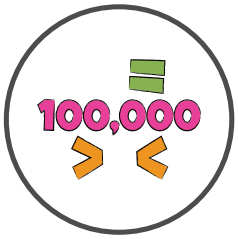
FACILITATION TIP

Consider allowing students to abbreviate 1000 with 1k when they label their models on the Student Journal. Students may be familiar with the k being used in distances in track/running races (10k, 5k).

FACILITATION TIP

To help students remember that the vertex of "less than" points to the left, keep repeating "Left is Less" as you use the number lines. The skill of placing values on the number line will help students when they begin comparing integers, identifying opposite numbers, and locating unknown values on a number line.

Notes



Compare and Order Numbers

Explore 1: Compare Numbers

9. Monitor students, and check for understanding as needed using the following guiding questions:
    a. **DOK-1** What place value did you look at to compare those two numbers? Answers will vary. We looked at the hundreds place because the digits in the thousands place were the same.
    b. **DOK-1** How do you know what symbol to use? If the first number I write is less than the other number, I use the "less than" sign, <. If the first number I write is the greater number, I use the "greater than" sign, >.
    c. **DOK-1** Why don't we compare the ones place first? The ones place is the least place value in these numbers. When we compare numbers, we have to start with the digit in the highest place value. If they are the same, we look at the digits in the next highest place value until we find two digits that are different.
    d. **DOK-1** What if all the digits are the same? The two numbers are equal.
    e. **DOK-2** Describe a process you could use to compare numbers using the number line. We could place both numbers on the number line. If a number is farther to the right, it is greater than the other number. If the number is farther to the left, it is less than the other number.
10. After the Explore, invite the class to a Math Chat to share their observations and learning.

Math Chat

- **DOK-1** How did you know which number was greater or less using place value? We looked at the digits in the largest place value. If they were the same, we looked at the digits in the next-highest place value. The greatest digit in the highest place value told us which number was greater. The smallest digit in the highest place value told us which number was less.
- **DOK-1** What tools can you use to help you compare numbers? We can build numbers using place value disks to compare them. We can record the numbers in a place value chart and compare them one place value at a time. We can place the numbers on a number line and see which number is greater and which number is less.
- **Choose a Structured Conversation routine to facilitate the following question: DOK-2** Describe the next steps for comparing numbers if the digits in the highest place value are the same. We look at the digits in the next highest place value. The larger digit tells us which number was greater. If the digits are the same in the next highest place value, we move one place value smaller.
- **DOK-4** When might you need to compare numbers in real life? You may want to compare the prices of two items at the store, or you could compare the number of points scored in a game.

FACILITATION TIP

Provide feedback for accuracy on the Student Journal before the Math Chat.

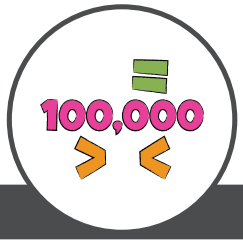
FACILITATION TIP

For Explore 1 Exit Ticket, provide read aloud support for struggling students and/or pre-teach any vocabulary as needed (concessions). Consider challenging some students to write the inequality two different ways.

Post-Explore

1. Have students complete the Exit Ticket to formatively assess their understanding of the concept.
2. Complete the Anchor Chart as a class.
3. Have each student complete their Interactive Notebook.

Notes



Compare and Order Numbers

Explore 2: Order Numbers

ACTIVITY PREPARATION

Students order whole numbers up to 100,000 from least to greatest and from greatest to least.

Mathematical Process Standards

- **(B)** Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution.
- **(D)** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
- **(E)** Create and use representations to organize, record, and communicate mathematical ideas.
- **(G)** Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Materials

Printed

- 1 Student Journal (per student)
- 1 Set of Comparison Work Mats (per group)
- 1 Set of Top Score Posters (per class)
- 1 Set of Player Top Score Cards (per group)
- 1 Exit Ticket (per student)

Reusable

- 2 Clear sheet protectors (per group)
- 1 Dry-erase marker (per group)
- 1 Pad of sticky notes (per class)
- 1 Set of place value disks (per group, optional)

Preparation

- Plan to have students work in groups of 3–4 to complete this activity.
- Print a set of Top Score Posters, and cover each digit in each number with a sticky note. It may be necessary to trim the width of the sticky note to fit. Hang the posters in an easily visible area, such as the dry-erase board at the front of the room.
- Print a Student Journal and an Exit Ticket for each student.
- Print a set of Player Top Score Cards for each group.
- Print a set of Comparison Work Mats for each group. Place each work mat in a clear sheet protector.
- Optionally, have place value disks available for students who need extra support.
- **Go Digital!** Have students explore or present their solutions using virtual manipulatives! The manipulatives used in this lesson can be found in the Explore drop-down menu and can be digitally assigned to students (Place Value Disks and Number Lines).

Notes

Procedure and Facilitation

Part I: Order Top Score Posters

1. Read the following scenario to the class: *It's time to play the High Score game with your friends. Different groups of friends have recorded their top scores, but they want to know who scored the least number of points and the greatest number of points. Can you help each group put their top scores in order from least to greatest or greatest to least?*
2. Help students access the task by asking the following guiding questions:
    a. Do you enjoy earning points when you play games? Explain a game in which you earn points.
    b. How do you typically determine who wins a game where you earn points?
    c. Can you think of any games that order your scores based on the number of points?
    d. What do you remember about comparing numbers?
3. Direct students' attention to the Top Score Posters. Under the posters, draw an open number line. Label the far left side Least and the far right side Greatest.
4. Allow students to come up with a plan for how they would order the scores.
    a. DOK-1 What would we need to do to place the scores in order from least to greatest? We would need to compare the digits in the scores.
    b. DOK-1 You can only uncover one place value at a time. Where should we start? We should start with the highest place value, the ten thousands place.
5. Uncover the digit in the ten thousands place on each Top Score Poster.
    a. DOK-1 What do you notice? The digits are all the same, so we cannot determine which score is the greatest or least. We need to uncover the digit in the thousands place on each poster to see whether those digits are the same or different.
6. Uncover the digit in the thousands place on each Top Score Poster.
    a. DOK-1 What do you notice? The digits are all the same for top scores A, B, and C, but score D has a zero in the thousands place, so it is less than scores A, B, and C, which all have two thousands.
    b. DOK-1 Where should top score D be placed on the number line? All the way to the left because it is the least number of points.
7. Plot the number for top score D on the number line, and place the poster under the point that represents it.
8. Uncover the digits in the hundreds place on the remaining Top Score Posters.
    a. DOK-1 What do you notice? The digit in the hundreds place, 3, is the same for score A and score C. There is a 9 in the hundreds place in score B.
    b. DOK-1 Where should top score B be placed on the number line? Score B should go all the way to the right because it is the greatest number of points.

FACILITATION TIP

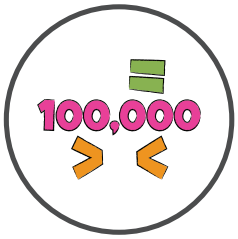
Emphasize careful reading for comparison scenarios. A common error is for students to ignore the ranking order and flip least/greatest. Help students avoid doing all of the comparing and then not meeting success criteria because of this common reading comprehension error.

FACILITATION TIP

In addition to posting the Top Score Posters in front of the room, put them into one list under the document camera with digits covered up with sticky notes as noted in Preparation. Uncovering the digits one place value at a time will be easier for the teacher if all of the values are on one document. Students will also be able to see better.

FACILITATION TIP

This method (Step 5 and 6) of immediately determining which value is least/most will help students be more efficient when confronted with long lists of large numbers.



Compare and Order Numbers

Explore 2: Order Numbers

9. Plot the number for top score B on the number line, and place the poster under the point that represents it.
10. Uncover the digit in the tens place on the remaining Top Score Posters.
    a. **DOK-2** What do you notice? The digits are not the same. There are 5 tens in score C and 9 tens in score A.
    b. **DOK-1** Where should top score A and top score C go on the number line? Both scores should be placed between score D and score B. Score A should go to the right of score C because it is greater.
11. Plot the numbers for top score A and top score C on the number line, and place the posters under the points that represent them.
    a. **DOK- 2** How would you describe the order of the posters? They are in order from least to greatest.
12. Model how to write the comparison statement using symbols. Be sure to use the phrase *less than* when recording the symbol: Top Score D < Top Score C < Top Score A < Top Score B. Discuss the following questions:
    a. **DOK-1** What if we wanted the highest score to go first? How can we use this to order the score from greatest to least? You can list the scores in reverse order starting with top score B. You would need to use the "greater than" symbol.
    b. **DOK-1** What is the order of scores from greatest to least? Top Score B > Top Score A > Top Score C > Top Score D

FACILITATION TIP

Keep reminding students that "Left is less" and quickly assess if there are any students that need help clarifying which hand is left vs right.

Part II: Explore High Scores

1. Give a set of Player Top Score Cards, a set of Comparison Work Mats, and a dry-erase marker to each group. Give a Student Journal to each student.
2. Students work cooperatively using the Comparison Work Mats to order the numbers for each group of Player Top Score Cards. Students first use the place value chart to order the numbers. Then they can plot the numbers on the number line. They can check their work by seeing whether the order of the numbers on the place value chart matches the order of the plotted numbers on the number line.
3. Have students record how the numbers are ordered and answer the corresponding questions on their Student Journals.
4. Monitor students, and check for understanding as needed using the following guiding questions:
    a. **DOK-2** Which place did you start with on the place value chart when you were comparing the scores? We started with the place value farthest to the left, the highest place value.
    b. **DOK-1** What should you do if the digits are the same? We should move to the next-highest place value to compare.
    c. **DOK-1** What should you do if the digits are different? We should compare them to see which is greater and which is less.
    d. **DOK-2** How can you record the order of the numbers? I can write the numbers from least to greatest or greatest to least. I can use symbols between the numbers to show their relationship.
5. After the Explore, invite the class to a Math Chat to share their observations and learning.

FACILITATION TIP

Print the 5 Player Top Score Cards on different colors to keep them sorted.

FACILITATION TIP

Some students may struggle to write the student names. Allow students to use the first three letters of the names when listing them if needed.

Math Chat

- DOK-2 How did you know how to order the scores? Describe the process you used. We used the place value Comparison Work Mat. We looked at the digits in the highest place values and considered their value in each number so we could place the numbers in order. We also used a number line. We placed the numbers on the number line and could easily see the order of the numbers.
- **DOK-1** Did you have to start over comparing the numbers from greatest to least if you already knew their order from least to greatest? No, we just reversed the order they're listed in. The relationships among the numbers are the same whether you list them from greatest to least or least to greatest.
- **Choose a Structured Conversation routine to facilitate the following question: DOK-2** What strategies did you use to determine numbers that could be between two numbers? We used a number line to plot the numbers and find which ones were between two other numbers. A number line makes it easy to see these relationships.

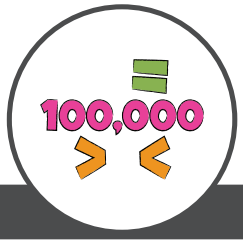
Post-Explore

1. Have students complete the Exit Ticket to formatively assess their understanding of the concept.
2. Complete the Anchor Chart as a class.
3. Have each student complete their Interactive Notebook.
4. Return to the Hook and instruct students to use their newly acquired skills to successfully complete the activity.

FACILITATION TIP

For Explore 2 Exit Ticket, provide a translucent or opaque masking tool for some students to support comparing one column at a time from left to right. Challenge some students to order the scores from greatest to least on the bottom of the Exit Ticket.

Notes



Compare and Order Numbers

Additional Scope Resources

Explain Elements

ELEMENT USE KEY ● Can be assigned digitally ■ Contains printable handouts ★ Can be done independently

Picture Vocabulary

A slide presentation of important vocabulary terms along with a picture and definition

● ■ ★

Anchor Chart

A guide to facilitating the creation of a chart with students for each scope.

● ■

My Math Thoughts

A collection of journal prompts designed to allow students to explain their thinking and reflect on their learning

● ■ ★

Interactive Notebook

A cut-and-glue activity to process learning that can be added to a notebook for future reference

■ ★

Show What You Know, Part 1

Compare Numbers

Independent practice assignment that gives students an opportunity to demonstrate their learning

● ■ ★

Show What You Know, Part 2

Order Numbers

Independent practice assignment that gives students an opportunity to demonstrate their learning

● ■ ★

Language Connections

Language Connections

An opportunity to use linguistic and cultural background knowledge to support connections to new skills, vocabulary, and concepts at different proficiency levels and linguistic domains.

● ■

Notes

Elaborate Elements

ELEMENT USE KEY ● Can be assigned digitally ■ Contains printable handouts ★ Can be done independently

Spiraled Review
Finding Jax
A quick story to engage student interest along with four problems over previously learned skills.

Fluency Builder
Compare Numbers within 10,000
Independent and partner games and other activities that provide students with an engaging way to practice the new concept

Math Story
Walking for a Badge
Reading passage that supports literacy and expands the students' ability to identify the information they need to solve problems

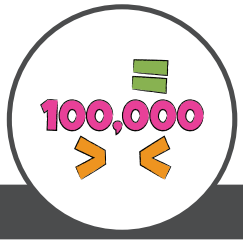
Interactive Practice
Drone Course
A game to practice the skills established by the standards in the scope.

Problem-Based Task
Taking the Scenic Route
Independent or collaborative task that allows students to solve a challenging, meaningful problem in a real-world context

Interactive Practice
Escape the Building
A game to practice the skills established by the standards in the scope.

Career Connections
Wladimir Koppen
STEM careers come to life with these career exploration videos and student guides designed to take the learning further.

Notes



Compare and Order Numbers

Intervention and Assessment

Student Intervention

Depending on available time and your teaching style, use the resources provided in our Explain, Elaborate, Intervention, and Acceleration sections of this scope to move forward. Use the space below to organize next steps while keeping the needs of your students in mind. Some suggested resources have been listed. (Look online to see the full menu.)

	Resources	*Students*	*Notes & Comments*
Students who are still acquiring the concept and need remediation	❑ *Fluency Builder* ❑ *Small-Group Intervention*		
Students who are approaching mastery and need review	❑ *Career Connections* ❑ *Interactive Practice*		
Students who have mastered the concept and need extension	❑ *Problem-Based Task* ❑ *Math Today* ❑ *Create Your Own*		

Assessment Planner

Evaluate Resources

- ❑ *Standards-Based Assessment*
- ❑ *Decide and Defend*
- ❑ *Skills Quiz*
- ❑ *Technology-Enhanced Questions*
- ❑ *Heat Map*

Use this template to decide how to assess your students for concept mastery. Depending on the format of the assessment, you can identify prompts and intended responses that would measure student mastery of the expectation. See the beginning of this scope to identify standards and grade-level expectations.

Fundamental Questions	*What prompts will be used?*	*What does mastery look like?*
I can compare two numbers up to 100,000.		
I can order numbers up to 100,000.		
I can use symbols to represent number comparisons.		

STEMscopes TEXAS MATH
POWERED BY ACCELERATE LEARNING

MADE FOR TEXAS

Our lessons and resources:

- Prioritize ease of use.
- Cater to the unique needs of Texas classrooms.
- Prepare students to become successful STEM leaders.

Everything you need is all in one place.

ASSESSMENTS AND REPORTING

- Make data-driven instructional decisions with various TEKS-aligned assessments and report types.
- Provide meaningful insight and feedback.

PROVEN RESULTS

The data speaks for itself.

- Research shows that implementing our program boosts math proficiency and overall performance.
- User testimonials reveal that Texas teachers and students *love* us.