

Montana 3 Mathematics

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Montana
Grade	3 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026)
Issuing agency	Montana Office of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Strategies for the Facts

Unit 3: Fluency and Patterns · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can I work out a fact I do not know yet?
Standards	Fluent Multiplication and Division -> MT.3.OA.7 Operations and Algebraic Thinking (OA) — Flexibly, accurately, and efficiently multiply and divide within 100, using strategies such as the relationship between multiplication and division. Looking for Structure -> MT.MP.2 Montana K-12 Mathematical Practice Standards — Mathematically proficient students are able to decontextualize and symbolically represent both mathematical and non-mathematical situations to search for and analyze regularities, patterns, and structures.
Learning target	"I can work out a fact I do not know from one I do."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use strategies based on properties and patterns of multiplication to demonstrate fluency within 100.
- Students will derive an unknown fact from a known one.

Success criteria (student-friendly)

- "I use a fact I know."
- "I adjust it."
- "I get the new fact."

Academic vocabulary

strategy, derive, double, near fact, fluency

Materials and technology

- Fact cards
- Array cards
- Whiteboards
- Chart paper
- Fact trackers

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.

Support area	This week's plan
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child derives unknown facts from known ones.

Family communication

Ask your child how they work out 6×7 .

Day 41 — The Facts I Already Know

Week 9, Day 1 • Unit 3 • Standards: MT.3.OA.7, MT.MP.2

Focus	Establishing the base.
Learning target	"I can work out a fact I do not know from one I do."
Vocabulary in use	strategy, derive, double
Local date	_____

Learning sequence

Connect: Grade 2. Teach: twos, fives, tens are secure. Try: rapid recall. Apply: children recall. Reflect: base identified.

Check for understanding

Student recalls twos, fives and tens facts.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Doubling to Get Fours

Week 9, Day 2 · Unit 3 · Standards: MT.3.OA.7, MT.MP.2

Focus	Doubling.
Learning target	"I can work out a fact I do not know from one I do."
Vocabulary in use	strategy, derive, double
Local date	_____

Learning sequence

Connect: twos. Teach: fours are doubled twos. Try: guided derivation. Apply: children derive. Reflect: relationship charted.

Check for understanding

Student derives a fours fact by doubling a twos fact.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Doubling Again for Eights

Week 9, Day 3 · Unit 3 · Standards: MT.3.OA.7, MT.MP.2

Focus	Repeated doubling.
Learning target	"I can work out a fact I do not know from one I do."
Vocabulary in use	strategy, derive, double
Local date	_____

Learning sequence

Connect: fours. Teach: eights are doubled fours. Try: guided derivation. Apply: children derive. Reflect: chain seen.

Check for understanding

Student derives an eights fact by doubling a fours fact.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — One More Group, One Less Group

Week 9, Day 4 · Unit 3 · Standards: MT.3.OA.7, MT.MP.2

Focus	Adjusting from a near fact.
Learning target	"I can work out a fact I do not know from one I do."
Vocabulary in use	strategy, derive, double
Local date	_____

Learning sequence

Connect: known facts. Teach: 6×7 as 5×7 plus 7. Try: guided adjustment. Apply: children adjust. Reflect: strategy named.

Check for understanding

Student derives a fact by adding or subtracting one group.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — My Strategy for Each Fact

Week 9, Day 5 · Unit 3 · Standards: MT.3.OA.7, MT.MP.2

Focus	Week 9 consolidation.
Learning target	"I can work out a fact I do not know from one I do."
Vocabulary in use	strategy, derive, double
Local date	_____

Learning sequence

Connect: our strategies. Teach: choosing per fact. Try: guided sorting. Apply: children record. Reflect: trackers started for the year.

Check for understanding

Student states a strategy for a fact they do not yet know.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Montana Office of Public Instruction. Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026). Codes and statements are transcribed from the MONTANA PK-12 MATHEMATICS CONTENT STANDARDS, whose own cover reads "MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI) ADOPTED 2025 IMPLEMENTED 2026". THIS IS A RECENT CHANGE OF EDITION AND IT MATTERS: OPI's mathematics standards page records the previous 2011 Montana mathematics standards as effective UNTIL JUNE 2026 and this edition as effective FROM JULY 2026, so this is the framework in force for the 2026-27 school year and the 2011 codes are superseded. Codes take the form MT.GRADE.DOMAIN.NUMBER -- the document explains its own scheme, with kindergarten indicated by "K", grades 1-8 by their number and high school by "HS" -- and domains are abbreviated, among them CC counting and cardinality, OA operations and algebraic thinking, NBT number and operations in base ten, MD measurement and data and G geometry. MANY STANDARDS CARRY MONTANA INDIAN EDUCATION FOR ALL CONTENT INSIDE THE STANDARD ITSELF, in the recurring form "This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities". That sentence is part of the standard as printed and is transcribed with it; trimming it to the national Common Core wording would misrepresent what Montana adopted. THIS ENTRY IS THE GRADE 3 ROW of the 2026 Montana Content Standards for Mathematics, and it registers ALL TWENTY-FIVE GRADE 3 CONTENT STANDARDS -- nine operations and algebraic thinking, three number and operations in base ten, three fractions, eight measurement and data and two geometry -- TOGETHER WITH ALL SEVEN MONTANA MATHEMATICAL PRACTICE STANDARDS, MT.MP.1 to MT.MP.7, which the document states once rather than per grade. MONTANA'S PRACTICE STANDARDS ARE NOT THE EIGHT THIS DOCUMENT'S ANCESTOR PUBLISHED. There are seven, they are titled differently, and MT.MP.7 IS CULTURALLY CONNECT, which has no counterpart at all in the older set -- so a product that shipped the familiar eight would be citing standards Montana does not have and missing one it does. THE

EDITION MATTERS: these standards were adopted in 2025 with implementation in 2026, so they are the ones in force for the school year this planner is sold into, and they are not the 2011 standards a search engine still surfaces first. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Math/PK-12%20Montana%20Math%20Standards_PUBLIC.pdf