
Texas 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	Texas
Grade	3 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 111 -- Mathematics
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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 -> 3.3(C) Number and operations — explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number; 3.3(D) Number and operations — compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$; Looking for Structure -> 3.5(B) Algebraic reasoning — represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
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: 3.3(C), 3.3(D), 3.5(B)

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: 3.3(C), 3.3(D), 3.5(B)

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: 3.3(C), 3.3(D), 3.5(B)

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: 3.3(C), 3.3(D), 3.5(B)

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: 3.3(C), 3.3(D), 3.5(B)

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.
- Not affiliated with or endorsed by Texas Education Agency, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Texas Education Agency, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code> and local school or district guidance.

Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 111 -- Mathematics. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>