
Utah 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	Utah
Grade	3 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Utah Core Standards
Issuing agency	Utah State Board of Education
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 -> 3.OA.5 Operations And Algebraic Thinking — Apply properties of operations as strategies to multiply and divide. For example: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (associative property of multiplication). Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (distributive property). (Third grade students may, but need not, use formal terms for these properties.) Looking for Structure -> 3.NBT.3 Number And Operations In Base Ten — Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (for example, 9×80 and 5×60) using strategies based on place value and properties of operations.
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.OA.5, 3.NBT.3

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.OA.5, 3.NBT.3

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.OA.5, 3.NBT.3

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.OA.5, 3.NBT.3

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.OA.5, 3.NBT.3

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.
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