

Think Tank (Thinking Mathematically and Problem Solving) and TEKS

3rd Grade

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Prickly Problems	5AR	6GM	6GM	5AR	5AR	6GM	4NO	6GM	2NO	8DA	5AR	2NO	6GM	2NO	2NO	4NO	5AR	5AR	5AR	5AR
Brain Boosters	5AR	6GM	2NO	5AR	4NO	5AR	4NO	5AR	5AR	2NO	5AR	6GM	5AR	2NO	6GM	8DA	6GM	8DA	1F	2NO
Cranium Crackers	5AR	4NO	5AR	6GM	5AR	4NO	6GM	6GM	2NO	4NO	6GM	5AR	5AR	8DA	1A	4NO	5AR	5AR	4NO	2NO
Quick Quizzes	5AR	5AR	6GM	2NO	7GM	6GM	4NO	4NO	4NO	5AR	6GM	4NO	2NO	8DA	5AR	5AR	5AR	5AR	4NO	4NO
Head Polishers	6GM	5AR	2NO	4NO	6GM	5AR	2NO	5AR	8DA	8DA	4NO	6GM	5AR	2NO	4NO	7GM	1A	4NO	6GM	4NO
Mental Matters	5AR	5AR	5AR	4NO	1B	5AR	4NO	2NO	2NO	6GM	8DA	2NO	4NO	2NO	5AR	1A	2NO	4NO	6GM	4NO
Cracker Jacks	8DA	4NO	5AR	6GM	5AR	4NO	6GM	5AR	5AR	2NO	4NO	6GM	2NO	4NO	4NO	4NO	5AR	1A	5AR	4NO
Thorough Thinkers	4NO	2NO	5AR	5AR	6GM	5AR	5AR	5AR	6GM	2NO	2NO	6GM	8DA	2NO	5AR	7GM	2NO	5AR	6GM	4NO
Cool Heads	5AR	8DA	4NO	4NO	2NO	4NO	2NO	5AR	2NO	6GM	4NO	4NO	5AR	4NO	6GM	8DA	6GM	4NO	6GM	6GM
Wise Wizards	8DA	5AR	5AR	4NO	6GM	2NO	4NO	2NO	4NO	5AR	4NO	7GM	5AR	8DA	6GM	5AR	1B	6GM	5AR	4NO
Super Sleuths	4NO	5AR	6GM	8DA	8DA	2NO	4NO	4NO	5AR	2NO	2NO	4NO	4NO	6GM	4NO	5AR	5AR	5AR	4NO	6GM
Mega Minds	5AR	5AR	6GM	4NO	4NO	2NO	4NO	2NO	4NO	1B	6GM	5AR	4NO	4NO	6GM	8DA	5AR	5AR	4NO	4NO

Texas Essential Knowledge and Skills

Standard 1 - Mathematical process standards

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
- (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;
- (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;
- (E) create and use representations to organize, record, and communicate mathematical ideas;
- (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
- (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Standard 2 - Number and Operations (2NO) – Whole Number Comparison, Relationships, Place Value

The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.

Standard 3 – Number and Operations – Fractional Units (3NO)

The student applies mathematical process standards to represent and explain fractional units.

Standard 4 – Number and Operations – Computation (4NO)

The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.

Standard 5 – Algebraic Reasoning (5AR)

The student applies mathematical process standards to analyze and create patterns and relationships.

Standard 6 – Geometry and Measurement – 2D and 3D – Generalize Properties (6GM)

The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.

Standard 7 – Geometry and Measurement – Units of Measure (7GM)

The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.

Standard 8 – Data Analysis (8DA)

The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

Note to Teachers: The Think Tank problems have been correlated to the Grade Level Standards in 3rd Grade. Please refer to the TEKS and the grade level student expectations. This correlation is only a starting point in your instructional planning.