

## THIRD GRADE MATH CURRICULUM MAP

Common Core Unit	Common Core Standard	I Can...	Assessment	Time Frame
<b>1 Addition &amp; Subtraction Review</b>	2.OA.1—Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing; with unknowns in all positions	<ul style="list-style-type: none"> <li>I can use addition and subtraction to solve word problems.</li> </ul>	<ul style="list-style-type: none"> <li><i>Everyday Math</i> Baseline Assessment</li> <li>Unit 1 assessment (teacher created)</li> <li>Quizzes</li> </ul>	August, September
	3MD.3—draw a scaled picture graph and bar graph to represent a data set with several categories	<ul style="list-style-type: none"> <li>I can create a picture or bar graph to show data and solve problems using the information from the graphs.</li> </ul>		
	3.MD.1—tell and write time to the nearest interval; solve word problems with addition and subtraction of intervals	<ul style="list-style-type: none"> <li>I can tell and write time to the nearest minute.</li> <li>I can measure time in minutes.</li> <li>I can solve telling time word problems by adding and subtracting minutes.</li> </ul>		
<b>2 Intro to Area</b>	3.MD.5—recognize area as an attribute of plane figures; understand concepts of area measurement including “square units.”	<ul style="list-style-type: none"> <li>I can understand that the area of plane shapes can be measured in square units.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2 assessment (teacher created)</li> <li>Quizzes</li> <li>Project-based assessment for area</li> </ul>	September, October, November
	3.MD.6—measure areas by counting unit squares (sq. cm, sq. m, sq. in, sq. ft, etc.)	<ul style="list-style-type: none"> <li>I can measure areas by counting square units.</li> </ul>		
	3.MD.8—solve real-world and mathematical problems involving perimeters of polygons; finding perimeter with given side lengths; find an unknown side length; rectangles with same perimeters/different areas or same area/different perimeters.	<ul style="list-style-type: none"> <li>I can solve real-world problems using what I know about the perimeter of shapes.</li> </ul>		

<b>3 Multiplication &amp; Division Concepts</b>	3.OA.1—interpret products of whole numbers; $5 \times 7 = 5$ groups of 7 each	<ul style="list-style-type: none"> <li>I can understand multiplication by thinking about groups of objects.</li> <li>I can understand division by thinking about how one group can be divided into smaller groups.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 assessment (teacher created)</li> <li>quizzes</li> <li>memorization and recitation of multiples</li> <li>timed multiplication tests</li> </ul>	November, December, January
	3.OA.2—interpret whole number quotients of whole numbers; $56 \div 8 = 56$ objects split into 8 shares.	<ul style="list-style-type: none"> <li>I can interpret division as a set of objects divided into equal groups.</li> </ul>		
	3.OA.4—determine the unknown whole number in a multiplication or division equation relating 3 whole numbers (fact families)	<ul style="list-style-type: none"> <li>I can find the missing number in a multiplication or division equation, using what I know about fact families.</li> </ul>		
	3.OA.5—apply properties of operations as strategies to multiply and divide	<ul style="list-style-type: none"> <li>I can use the commutative property of multiplication. (turn-around facts)</li> <li>I can use the associative property of multiplication. (<math>3 \times 5 \times 2</math> is the same as <math>3 \times 5 = 15</math>, then <math>15 \times 2</math>)</li> <li>I can use the distributive property of multiplication. <math>8 \times (5 + 2) = 8 \times 5 + 8 \times 2</math></li> </ul>		
	3.OA.6—understand division as an unknown-factor problem; $32 \div 8 =$ the number that equals 32 when multiplied by 8.	<ul style="list-style-type: none"> <li>I can find the answer to a division problem by thinking of the missing factor in a multiplication problem.</li> </ul>		
	3.OA.7—fluently multiply and divide within 100, using strategies such as the relationship between $\times$ and $\div$ or properties of operations. <b>BY END OF 3<sup>RD</sup> GRADE: KNOW FROM MEMORY ALL PRODUCTS OF TWO 1-DIGIT NUMBERS.</b>	<ul style="list-style-type: none"> <li>I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.</li> </ul>		
	3.OA.9—identify arithmetic patterns and explain them using properties of operations	<ul style="list-style-type: none"> <li>I can find patterns in addition and multiplication tables, and explain them using what I know about how numbers work.</li> </ul>		

<b>4 Multiplication &amp; Division Applications</b>	3.OA.3—use $\times$ and $\div$ within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities	<ul style="list-style-type: none"> <li>I can use what I know about multiplication and division to solve word problems.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 assessment (teacher created)</li> <li>Quizzes</li> </ul>	January, February, March
	3.MD.7—relate area to the operations of multiplication and division	<ul style="list-style-type: none"> <li>I can measure area by using what I know about multiplication and addition.</li> </ul>		
	3.OA.8—solve 2-step word problems using the four operations; represent these problems with a letter standing for the unknown quantity (beginning ALGEBRA)	<ul style="list-style-type: none"> <li>I can use addition, subtraction, multiplication, and division to solve all kinds of word problems, and then use my mental math to decide if my answers make sense.</li> </ul>		
	3.MD.2—measure and estimate liquid volumes and masses of objects using standard units of g, kg, and liters; add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes given the same unit.	<ul style="list-style-type: none"> <li>I can measure liquids and solids with grams, kilograms, and liters.</li> <li>I can use addition, subtraction, multiplication, and division to solve word problems involving mass and volume.</li> </ul>		
	3.OA.7—fluently multiply and divide within 100, using strategies such as the relationship between $\times$ and $\div$ or properties of operations. <b>BY END OF 3<sup>RD</sup> GRADE: KNOW FROM MEMORY ALL PRODUCTS OF TWO 1-DIGIT NUMBERS.</b>	<ul style="list-style-type: none"> <li>I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.</li> </ul>		
	3.NBT.3—multiply one-digit whole numbers by multiples of 10 in the range of 10-90, using strategies based on place value.	<ul style="list-style-type: none"> <li>I can quickly and easily multiply any one-digit whole number by 10.</li> </ul>		

<b>5 fractions</b>	3.NF.1—understand fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; fraction $a/b$ is a multiple of $1/b$	<ul style="list-style-type: none"> <li>I can show and understand that fractions are equal parts of a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 assessment (teacher created)</li> <li>Quizzes</li> <li>Project-based assessment for fractions</li> </ul>	March, April
	3.NF.2—understand a fraction as a number on the number line; represent fractions on a number line diagram.	<ul style="list-style-type: none"> <li>I can label fractions on a number line, because I know the space between any two numbers can be thought of as a whole.</li> </ul>		
	3.NF.3—explain equivalence of fractions in special cases, and compare fractions by reasoning about their size; generate simple equivalent fractions; express whole numbers as fractions; compare two fractions with same numerator by reasoning about their size	<ul style="list-style-type: none"> <li>I can explain in words or pictures how two fractions can sometimes be equal.</li> <li>I can compare fractions by reasoning about their size.</li> <li>I can show whole numbers as a fraction (<math>3/1 = 3</math>)</li> <li>I can recognize fractions that are equal to one whole (<math>4/4 = 1</math>)</li> </ul>		
	3.G.2—partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole (pattern blocks)	<ul style="list-style-type: none"> <li>I can divide shapes into parts with equal areas and show those areas as fractions.</li> </ul>		
	3.MD.4—generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch; show the data using a line plot	<ul style="list-style-type: none"> <li>I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half, or quarter.</li> </ul>		
<b>6 Geometry</b>	3.G.1—understand the shapes in different categories may share attributes and that the shared attributes can define a larger category (the general term <i>quadrilaterals</i> )	<ul style="list-style-type: none"> <li>I can place shapes into categories depending upon their attributes.</li> <li>I can recognize and draw quadrilaterals.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6 assessment (teacher created)</li> <li>Quizzes</li> </ul>	May
<b>7 + and – within 1000</b>	3.NBT.1—use place value understanding to round whole numbers to the nearest 10 or 100	<ul style="list-style-type: none"> <li>I can round numbers to the nearest 10 or 100.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 assessment (teacher created)</li> <li>Quizzes</li> </ul>	May
	3.NBT.2—fluently add or subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	<ul style="list-style-type: none"> <li>I can add and subtract numbers within 1000.</li> </ul>		