

3rd Grade Math
Curriculum Mapping
2025-2026
Katie Strand

Unit: <i>Addition and Subtraction Strategies</i>		Time: August-September
Standards Taught		
<ul style="list-style-type: none"> ● 3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. ● 3.NBT.1 Use place value understanding and properties of operation to perform multi-digit arithmetic (A range of algorithms may be used). Use place value understanding to round whole numbers to the nearest 10 or 100. ● 3.NBT.2 Use place value understanding and properties of operation to perform multi-digit arithmetic (A range of algorithms may be used). Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. ● 3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> ● <i>Practice Sheets</i> ● <i>Assessments</i> ● <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to build further understanding of tools, such as addition tables or place-value charts, to identify patterns in addition and subtraction. Rounding and estimation skills contribute to students' fluency in addition and subtraction within 1,000, and they use these skills to evaluate their answers for reasonableness.</i>	<i>Associative Property of Addition Commutative Property of Addition Compatible numbers Estimate Identity Property of Addition Pattern Round</i>	<ul style="list-style-type: none"> -<i>Daily workbook sheets</i> -<i>Reteach worksheets</i> -<i>Teacher Observation</i> -<i>Chapter Tests</i> -<i>Dibels Math</i> -<i>Class discussion</i>

Essential Questions

- *How can you use properties to explain patterns on the addition table?*
- *How can you round numbers nearest ten?*
- *How can you round numbers nearest hundred?*
- *How can you use strategies to solve addition problems?*
- *How can you use strategies to solve subtraction problems?*
- *How can you use compatible numbers and rounding to estimate sums?*
- *What mental math strategies can you use to find sums?*
- *How can you use strategies to solve addition problems?*
- *How can you add more than two addends?*
- *How can you use the break apart strategy to add 3-digit numbers?*
- *How can you use place value to add 3-digit numbers?*
- *How can you use compatible numbers and rounding to estimate differences?*
- *How can you use strategies to solve subtraction problems?*
- *What mental math strategies can you use to find differences?*
- *How can you use place value to subtract 3-digit numbers?*
- *How can you use the combine place values strategy to subtract 3-digit numbers?*
- *How can you use the strategy draw a diagram to solve one- and two-step addition and subtraction problems?*

Unit: Understand Multiplication		Time: September
Standards Taught		
<ul style="list-style-type: none"> • 3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). • 3.OA.1 Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7. • 3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • 3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand the relationship between addition and multiplication. Students use this understanding to model multiplication problems using addition of groups, skip counting, and arrays. These models will also help students to understand how multiplication is applied to real-world problems. Students also learn the Commutative Property of Multiplication and apply that property to solve multiplication problems.</i>	<i>Array</i> <i>Commutative Property of Multiplication</i> <i>Equal groups</i> <i>Factor</i> <i>Identity Property of Multiplication</i> <i>Multiply</i> <i>Product</i> <i>Zero Property of Multiplication</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can you use equal groups to find how many in all?</i> 		

- *How is multiplication like addition? How is it different?*
- *How can you use a number line to skip count and find how many in all?*
- *How can you represent multiplication with a bar model?*
- *How can you use the strategy draw a diagram to solve one- and two-step problems?*
- *How can you use arrays to model multiplication and find factors?*
- *How can you use the Commutative Property of Multiplication to find products?*
- *What happens when you multiply a number by 0 or 1?*

Unit: <i>Multiplication Facts and Strategies</i>		Time: September-October
Standards Taught		
<ul style="list-style-type: none"> • 3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). • 3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. • 3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • 3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) • 3.OA.7a-b Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand multiplication word problems involving equal groups, how to apply properties of operations as strategies to multiply, and to fluently multiply within 100.</i>	<i>Associative Property of Multiplication Distributive Property Multiple Commutative Property of Multiplication</i>	<ul style="list-style-type: none"> -<i>Daily workbook sheets</i> -<i>Reteach worksheets</i> -<i>Teacher Observation</i> -<i>Chapter Tests</i> -<i>Dibels Math</i> -<i>Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How strategies can, you use to multiply with 2 and 4?</i> • <i>How strategies can you multiply with 5 and 10?</i> • <i>What are some ways to multiply with 3 and 6?</i> • <i>How can you use the Distributive Property to find products?</i> 		

- *What strategies can you use to multiply with 7?*
- *How can you use the Associative Property of Multiplication to find products?*
- *How can you use properties to explain patterns on the multiplication table?*
- *What strategies can you use to multiply with 8?*
- *What strategies can you use to multiply with 9?*
- *What strategies can you use with 11 and 12?*
- *How can you use the strategy make a table to solve multiplication problems?*

Unit: <i>Multiplication Multiples of 10 and 100</i>		Time: October
Standards Taught		
<ul style="list-style-type: none"> 3.NBT.3 Use place value understanding and properties of operation to perform multi-digit arithmetic (A range of algorithms may be used). Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> <i>Practice Sheets</i> <i>Assessments</i> <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Student need these skills to further understand patterns and the ability to use those patterns to find unknown factors and products. This serves as a foundation for developing the relationship between multiplication and division.</i>	<i>Equation</i> <i>Commutative Property of Multiplication</i> <i>Distributive Property</i> <i>Multiple</i> <i>Pattern</i> <i>Place value</i> <i>Partial products</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> <i>What are some ways you can describe a pattern in a table?</i> <i>How can you use an array or a multiplication table to find an unknown factor or product?</i> <i>How can you use the strategy draw a diagram to multiply with multiples of 10?</i> <i>What strategies can you use to multiply with multiples of 10?</i> <i>How can you model and record multiplying 1-digit whole numbers by multiples of 10?</i> 		

Unit: <i>Understand Division</i>		Time: October
Standards Taught		
<ul style="list-style-type: none"> • 3.OA.2 Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. • 3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • 3.OA.6 Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. • 3.OA.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers. • 3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand representing and solving problems involving division, as well as understanding the relationship between multiplication and division. Students need the knowledge to gain fluency in the procedural skills necessary to divide numbers with 100 and the rules for dividing with special divisors.</i>	<i>Divide</i> <i>Dividend</i> <i>Divisor</i> <i>Inverse operations</i> <i>Quotient</i> <i>Related facts</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can you use the strategy act it out to solve problems with equal groups?</i> • <i>How can you model a division problem to find how many in each group?</i> • <i>How can you model a division problem to find how many equal groups?</i> • <i>How can you use bar models to solve division problems?</i> 		

- *How is division related to subtraction?*
- *How can you use arrays to solve division problems?*
- *How can you use multiplication to divide?*
- *How can you write a set of related multiplication and division facts?*
- *What are the rules for dividing with 1 and 0?*

Unit: <i>Division Facts and Strategies</i>		Time: November
Standards Taught		
<ul style="list-style-type: none"> • 3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • 3.OA.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers • 3.OA.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers. • 3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand representing and solving problems involving division, as well as understanding the relationship between multiplication and division. Students need the knowledge to gain fluency in the procedural skills necessary to divide numbers with 100 and the rules for dividing with special divisors.</i>	<i>Order of operations</i> <i>Divide</i> <i>Dividend</i> <i>Divisor</i> <i>Factor</i> <i>Inverse operations</i> <i>Product</i> <i>Quotient</i> <i>Related facts</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>What does dividing by 2 mean?</i> • <i>What strategies can you use to divide by 10?</i> • <i>What does dividing by 5 mean?</i> • <i>What strategies can you use to divide by 3?</i> • <i>What strategies can you use to divide by 4?</i> 		

- *What strategies can you use to divide by 6?*
- *What strategies can you use to divide by 7?*
- *What strategies can you use to divide by 8?*
- *What strategies can you use to divide by 9?*
- *What are strategies you can use to divide by 11?*
- *What are strategies you can use to divide by 12?*
- *How can you use the strategy act it out to solve two-step problems?*
- *Why are there rules such as the order of operations?*

Unit: <i>Apply Multiplication and Division</i>		Time: November-December
Standards Taught		
<ul style="list-style-type: none"> • 3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). • 3.OA.1 Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7. • 3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • 3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. • 3.OA.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers. • 3.OA.A.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand solving problems involving multiplication and division. Students will use related multiplication facts to solve division problems, building fluency with multiplication skills within 100.</i>	<i>Divisible Expression</i>	<ul style="list-style-type: none"> -<i>Daily workbook sheets</i> -<i>Reteach worksheets</i> -<i>Teacher Observation</i> -<i>Chapter Tests</i> -<i>Dibels Math</i>

		<i>-Class discussion</i>
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Essential Questions

- How can you use multiplication to compare amounts using models?
- How can you use multiplication to compare amounts using equations?
- How can you describe a pattern in a table in different ways?
- How can I find Multiplies?
- How can I recognize odd and even numbers?
- How can you use an array or multiplication table to find unknown factors or products?
- How can you make a table to solve multiplication problems?
- How can you act out to solve two-step problems?
- What strategies can you use to solve two-step problems with unknowns?

Unit: <i>Related Multiplication and Area</i>		Time: December
Standards Taught		
<ul style="list-style-type: none"> • 3.MD.8 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. • 3.MD.6 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). • 3.MD.7a-d Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand geometric measurement and the concept of area.</i>	<i>Area</i> <i>Perimeter</i> <i>Square unit</i> <i>Unit square</i> <i>Width</i> <i>Length</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can you find the area of a plane figure?</i> • <i>Why can you multiply to find the area of a rectangle?</i> • <i>How can you use the strategy find a pattern to solve area problems?</i> • <i>How can you break apart a figure to find the area?</i> 		

- How can you count unit squares to find area of a figure?
- How can you find area by counting unit squares without gaps or overlap?

Unit: <i>Understanding Perimeter</i>		Time: January
Standards Taught		
<ul style="list-style-type: none"> • 3.MD.8 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • Practice Sheets • Assessments • Timed Basic Facts for multiplication and division
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand geometric measurement and the concept of perimeter.</i>	Area Perimeter Composite figure Formula Unit Length Width	-Daily workbook sheets -Reteach worksheets -Teacher Observation -Chapter Tests -Dibels Math -Class discussion
Essential Questions		
<ul style="list-style-type: none"> • How can you find perimeter? • How can you measure perimeter? • How can you find the unknown length of a side in a plane figure when you know its perimeter? • How is finding the area of a figure different from finding the perimeter of a figure? • How can you use area to compare rectangles with the same perimeter? • How can you use perimeter to compare rectangles with the same area? • How can you model the perimeter of a rectangle and other figures? • How can I use a formula to find perimeter of a rectangle? 		

Unit: <i>Time Measurement and Intervals</i>	Time: January
Standards Taught	

<ul style="list-style-type: none"> • 3.MD.1 Solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes, using an analog and digital clock. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand measurement of time.</i>	<i>A.M.</i> <i>Elapsed time</i> <i>Midnight</i> <i>Minute</i> <i>Noon</i> <i>P.M.</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions <ul style="list-style-type: none"> • <i>How can you tell time to the nearest minute?</i> • <i>How can you tell when to use A.M. and P.M. with time?</i> • <i>How can you measure elapsed time in minutes?</i> • <i>How can you find a starting time or an ending time when you know the elapsed time?</i> • <i>How can you use the strategies to solve problems about time?</i> 		

Unit: Understand Fractions as Numbers		Time: January-February
Standards Taught		
<ul style="list-style-type: none"> • 3.NF.1 Develop understanding of Fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (example: 1 part out of 4 equal parts is the same as $1/4$); understand a fraction a/b as the quantity formed by a parts of size $1/b$. (example: $3/4$ is the same as 3 one-fourths ($1/4, 1/4, 1/4$)) • 3.NF.2a&b Develop understanding of Fractions as numbers. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. • 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of a shape. • 3.NF.3c Develop understanding of Fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Note - Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • Practice Sheets • Assessments • Timed Basic Facts for multiplication and division
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand fractions as numbers and the division of models to make equal shares and relate fractions and whole numbers.</i>	<i>Denominator Eighths Equal parts Fourths Fraction Fraction greater than 1 Halves Numerator Sixths Thirds Unit fraction Whole</i>	<i>-Daily workbook sheets -Reteach worksheets -Teacher Observation -Chapter Tests -Dibels Math -Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>What are equal parts of a whole?</i> • <i>How can you represent and name one part of a whole that is divided into equal parts?</i> 		

- *Why do you need to know how to make equal shares?*
- *What do the top and bottom numbers of a fraction tell?*
- *How does a fraction name part of a whole?*
- *How can you represent, interpret, and locate fractions on a number line?*
- *When might you use a fraction greater than 1 or a whole number?*
- *How can you represent and interpret fractions as the sum of unit fractions with the same denominator?*
- *How can a fraction represent and name part of a set?*
- *How can a fraction tell how many are in part of a group?*
- *How can you use the strategy draw a diagram to solve fraction problems?*

Unit: <i>Compare Fractions and Identify Equivalent Fractions</i>		Time: February
Standards Taught		
<ul style="list-style-type: none"> • 3.NF.3d Develop understanding of Fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Note - Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $<$, $=$, or $>$. • 3.NF.3a&b Develop understanding of Fractions as numbers. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand fractions as numbers and that a fraction can be compared to another fraction in the same way that whole numbers can be compared.</i>	<i>Equivalent</i> <i>Equivalent fractions</i> <i>Equal to (=)</i> <i>Greater than (>)</i> <i>Less than (<)</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can I compare fractions using visual models?</i> • <i>How can you use the strategy act it out to solve comparison problems?</i> • <i>How can you compare fractions with the same denominator?</i> • <i>How can you compare fractions with the same numerator?</i> • <i>How can you use reasoning and number lines to compare fractions?</i> • <i>What strategies can you use to compare fractions?</i> • <i>How can you compare and order fractions?</i> • <i>How can you use models to find equivalent fractions?</i> • <i>How can you use models to identify equivalent fractions?</i> 		

Unit: <i>Measurement</i>	Time: February-March	
Standards Taught		
<ul style="list-style-type: none"> • 3.MD.2 Solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Table, page 34]) • 3.MD.4 Solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Generate measurement data by measuring lengths using rules marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, and quarters. • 3.NF.3c Develop understanding of Fractions as numbers. Explain equivalence with fractions in special cases, and compare fractions by reasoning about their size. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand measurement of time, liquid volume, and mass.</i>	<i>Line Plot Capacity Cup © Gallon (gal) Pint (pt) Quart (qt) Ounce (oz) Pound (lb) Weight Gram (g) Kilogram (kg) Liquid volume Liter (L) Milliliter (ml) Celsius Fahrenheit</i>	<i>-Daily workbook sheets -Reteach worksheets -Teacher Observation -Chapter Tests -Dibels Math -Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can you measure to the nearest half and fourth inch?</i> 		

- *How can you understand how cups, pints, quarts, and gallons are related?*
- *How can you measure liquid volume in metric units?*
- *How can you estimate and measure weight with ounces and pounds?*
- *How can you estimate and measure mass in metric units?*
- *How can you estimate and measure temperature in degrees Fahrenheit and degrees Celsius?*
- *How can you use models to solve measurement problems?*

Unit: Define <i>Two-Dimensional Shapes</i>		Time: March
Standards Taught		
<ul style="list-style-type: none"> • 3.G.1 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.2 Reason with shapes and their attributes. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of a shape. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to further understand fractions as numbers as well as geometric measurement using polygons, including triangles, quadrilaterals, pentagons, hexagons, octagons, and decagons. Understanding the basic attributes of these figures allows students to partition them into equal parts and to relate their understanding of fractions to area.</i>	<i>Angle</i> <i>Vertex</i> <i>Closed shape</i> <i>Endpoints</i> <i>Line</i> <i>Line segment</i> <i>Open shape</i> <i>Point</i> <i>Polygon</i> <i>Ray</i> <i>Right angle</i> <i>Two-dimensional shapes</i> <i>Intersecting lines</i> <i>Parallel lines</i> <i>Perpendicular lines</i> <i>Plane shape</i> <i>Quadrilateral</i> <i>Rectangle</i> <i>Rhombus</i> <i>Square</i> <i>Trapezoid</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can I describe and identify attributes of two-dimensional shapes?</i> • <i>What are some ways to describe two-dimensional shapes?</i> • <i>How can you describe size of angles in different shapes?</i> • <i>How can you describe line segments that are sides of shapes?</i> • <i>How can you use sides and angles to help you describe quadrilaterals?</i> 		

- *How can you draw and identify quadrilaterals?*
- *How can you use line segments and angles to make polygons?*
- *How can you describe line segments that are sides of polygons?*

Unit: Represent and Interpret Data		Time: April-May
Standards Taught		
<ul style="list-style-type: none"> • 3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). • 3.MD.3 Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. • 3.MD.4 Represent and interpret data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work.</i>	<i>To practice the various math skills students completed:</i> <ul style="list-style-type: none"> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Timed Basic Facts for multiplication and division</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to build further understanding of the use of different data representations and to give them more experience in solving problems in a variety of contexts.</i>	<i>Bar graph</i> <i>Categorical data</i> <i>Circle Graph</i> <i>Frequency table</i> <i>Horizontal bar graph</i> <i>Key</i> <i>Line plot</i> <i>Picture graph</i> <i>Scale</i> <i>Vertical bar graph</i>	<i>-Daily workbook sheets</i> <i>-Reteach worksheets</i> <i>-Teacher Observation</i> <i>-Chapter Tests</i> <i>-Dibels Math</i> <i>-Class discussion</i>
Essential Questions		
<ul style="list-style-type: none"> • <i>How can you use the strategy make a table to organize data and solve problems?</i> • <i>How can you read and interpret data in a picture graph to solve problems?</i> • <i>How can I draw a scaled picture graph to represent data in a table and solve problems with the data?</i> • <i>How can you read and interpret data in a bar graph?</i> • <i>How can you draw a bar graph to represent data in a table or picture graph?</i> • <i>How can you read and interpret data in a line plot and use data to make a line plot?</i> • <i>How can read and interpret data in a circle graph?</i> 		

- *How can I use data displayed in graphs to solve problems?*