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| **3rd Grade SCOPE AND SEQUENCE (by Standard)** |
| **1st Quarter**  | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **UNIT 1: Exploring Equal Groups as a Foundation for Multiplication and Division** **3.OA.1****3.OA.2****3.OA.3****3.OA.7****UNIT 2: Develop Conceptual Understanding of Area** **3.OA.5****3.MD.5a,b****3.MD.6****3.MD.7a****UNIT 3: Develop Strategies for Addition and Subtraction** **3.NBT.1****3.NBT.2****3.NBT.8*****BEGIN* UNIT 4: Understanding Unit Fractions** **3.G.2****3.NF.1****3.NF.2a** | ***(Continue fromQ1 …)*** **UNIT 4: Understanding Unit Fractions** **3.G.2****3.NF.1****3.NF.2****UNIT 5: Using Fractions in Measurement and Data** **3.NF.1****3.NF.2****3.MD.4****UNIT 6: Solving Addition and Subtraction Problems Involving Measurement** **3.MD.1****3.MD.2****UNIT 7: Understanding the Relationship Between Multiplication and Division****3.OA.2****3.OA.3****3.OA.6****3.OA.7** | **UNIT 8: Patterns in Number and Operations** **3.OA.8****3.OA.9****3.NBT.1****3.NBT.3****3.MD.3****UNIT 9: Develop Strategies for Multiplication and Division** **3.OA.5****3.OA.7c,d****UNIT 10: Understanding Equivalent Fraction** **3.NF.3a,b,c****UNIT 11: Comparing Fractions** **3.NF.3d*****2008 Standards are embedded in units, see Quarterly pages for details.*** | **UNIT 12: Solving Problems Involving Area** **3.OA.4****3.OA.5****3.MD.7****UNIT 13: Solving Problems Involving Shapes** **3.MD.8****3.G.1****UNIT 14: Use Multiplication and Division to Solve Measurement Problems**  (Unit 6 cont…)**3.OA.3****3.MD.2****UNIT 15: Demonstrate Computational Fluency in Problem Solving** **3.OA.3****3.OA.7****3.OA.8****3.NBT.2** |
| **DVMA: Units 1-3 Only** | **DVMA: Units 1-7 (emphasis on Units 4-7)** | **DVMA: None due to AIMS** | **DVMA: Units 1-14 (emphasis on Units 8-14)** |

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| **3rd Grade SCOPE AND SEQUENCE *PLACEMAT*** |
| **1st Quarter**  | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **UNIT 1: Exploring equal groups as a foundation for multiplication and division** ***\*\*This unit is not intended for memorization of facts, but making sense of them in a context, using visual models. Do Not introduce a # sentence or multiplication and/or division symbols until students have many opportunities to develop concept w/ objects. Symbols should not be used in isolation of visual models or context. Use equal groups & share vocabulary.**** Represent and solve word problems involving ideas of multiplication/division
* Focus on 2’s, 5’s, 10’s, 3’s and 4’s
* Describe and interpret in a real world context using equal groups, arrays, pictures, and eventually equations.
* Use properties of operations emphasize the relationship between mult and div

***\*\*Conceptual understanding of the Zero and identity Properties******\*\*This unit readdressed in Unit 7 and 14*****UNIT 2: Develop Conceptual Understanding of Area *(No AREA formula at this point!)**** Explore the connections among counting tiles, skip counting the number of tiles in rows and columns and multiplying the side lengths of a rectangle to determine area
* Connect commutative property to multiplication using arrays
* Relate area to multiplication and addition (establish connection)
* Understand concepts of area measurement
* Measure areas by counting unit squares (cm, inches, feet, etc…)

***\*\*This unit readdressed in Unit 9 and 12*****UNIT 3: Develop Strategies for Addition and Subtraction** \**Unit readdressed in Units 8,13,15** Use place value and properties of operations for multi-digit arithmetic.
* Round whole #’s to the nearest 10 or 100 to determine reasonableness of answers.
* Add/subtract to 1000 using manystrategies.
* Know perimeter as attribute of plane figures, diff. btwn linear & area measures.
* Solve real world and mathematical problems involving perimeters of polygons

(with addition to 1000)* Find perimeter given side lengths and unknown side length.
* DO NOT introduce perimeter formula in 3rd

***BEGIN* UNIT 4: Understanding Unit Fractions** ***\*\*FRACTION KITS* \*\*See next column for details**  | ***CONT* UNIT 4: Understanding Unit Fractions** ***\*\*Connect idea of fair share w/ fractions to x and ÷******\*\*FRACTION KITS*** * Divide shape into equal parts w/ equal areas
* Express an equal part as a unit fraction (one part of 4 equal parts is ¼ of the total area)
* Develop understanding of fractions as #’s.
* Decompose fractions between 0 and 1 into unit fractions.
* A fraction decomposes into equal parts.
* Represent a fraction 1/b on a number line, as partitioning the whole into equal parts.
* Denominators 2,3,4,6, and 8

**UNIT 5: Using Fractions in Measurement and Data** * Represent and interpret data with fractions
* Context is important to help students realize fractions represent data more accurately than with just whole numbers.
* Generate data by measuring lengths using rulers marked with halves and fourths of an inch. Show data by making a line plot with scale marked with appropriate units using *whole number, halves and quarters*.
* Extend fraction work from Unit 4 to fractions greater than 1.

\*\*Include converting between standard units of measurement (inch, ft, mile) (2008 only!)**UNIT 6: Solving Addition and Subtraction Problems Involving Measurement** * Conceptual understanding of measuring mass, liquid volume, intervals of time and using measurement as a context for the development of fluency in + and -.
* Tell and write time to the nearest minute and measure time intervals in minutes.
* Addition and subtraction w/time using a # line.
* Develop concept of mass and liquid volume
* Measure/estimate liquid volumes and masses of objects using standard units of g, kg, and l.
* + / - (not mult or div) to solve problems with masses or volumes given in the same units.

**UNIT 7: Understanding the relationship between multiplication and division *\*Finalized in Unit 15**** Represent/solve problems involving mult and div of ALL numbers within 100 (extend Unit 1)
* Multiplication strategies can be used to make sense of and solve division problems.
* Solve problems with equal groups, arrays and area problem types.
* Use properties of operations emphasize the relationship between mult. and div.
 | **UNIT 8: Patterns in Number and Operations** ***\*\*Begin to formatively assess fluency of x and ÷ facts.**** Identify patterns in the addition or multiplication table and explain using properties of operations.
* Sum of 2 even #’s is even.; 2 odd #’s is even.
* Sum of an even # and an odd number is odd.
* Multiples of 4, 6, 8, and 10 are all even because they can be decomposed into two equal groups.
* Pattern of doubles on add./mult. table
* The multiples of any # fall on a horizontal and a vertical line due to the commutative property.
* All the multiples of 5 end in a 0 or 5 while all the multiples of 10 end with 0.
* Students investigate a hundreds chart in search of addition and subtraction patterns. They record and organize all the different possible sums.
* Solve 2-step word probs w/ up to 4 operations. (use estimation, number lines, bar models)
* Assess reasonableness of answers.

-Extend understanding of estimation to include multiplying by 10. Multiply 1-digit whole numbers by multiples of 10 in the range 10-90 (10x30) * Solve multi-step problems using data.
* Draw a scaled picture/bar graph to represent a data set with several categories. Solve 1- and 2-step “how many more” & “how many less”

**UNIT 9: Develop Strategies for Mult and Div** * Conceptual understanding of decomposing multiplication problems through distributive property and the concept of area.
* Recognize area as additive. Find areas of composite figures by decomposing them into smaller rectangles.
* Strategies for multiplication and division (See expls. of strategies on pages to follow for Unit 9)

**UNIT 10: Understanding Equivalent Fraction *\*\*FRACTION KITS***  ***Limited to denominators 2,3,4,6, 8**** Conceptual understanding of equivalence.
* Many fractions label the same point on a # line.
* Two fractions are equivalent if they are the same size or the same point on a number line.
* Recognize and generate equivalent fractions.
* Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers (e.g. 3/1 = 3; 4/4=1; show on a # line).

**UNIT 11: Comparing Fractions *\*\*FRACTION KITS*** * Compare fractions w/ same numerator/denomtor
* Recognize that comparisons are valid only when the two fractions refer to the same whole.
* Record comparisons with the symbols >, =, or <.
* Justify conclusions using a visual fraction model.
 | **UNIT 12: Solving Probs Involving Area** * Use area to develop multiplicative thinking.
* Explain *precisely* how array relates to *A = l x w*
* Solve area probs. by multiplying side lengths.
* Solve for an unknown number in an area problem in related mult. and div. equations.
* Introduce Associative Property as a strategy

(understand that 4x5 = 2x2x5 = 5x2x2)* Vertex edge graphs (2008 only!)

**UNIT 13: Solving Probs Involving Shapes** * Distinguish between linear and area measures
* Same perimeter/different areas and same area/different perimeter
* Reason with shapes and their attributes
* Shapes in different categories (rhombus, rectangles, and others) may share attributes (e.g. having 4 sides) and the shared attributes can define larger category (e.g. quadrilaterals). Draw shapes that are NOT quadrilaterals.
* Identify and draw triangles, quadrilaterals, pentagons and hexagons.
* Attributes of solids including symmetry and congruence (2008)

**UNIT 14: Use Multiplication and Division to Solve Measurement Problems**  (Unit 6 cont…)* Conceptual understanding of mass, liquid volume, intervals of time for fluency in x/÷ .
* e.g. Paperclip = 1g; How many grams is 100 paperclips?
* Measure and estimate liquid volumes and masses of objects using standard units g, k, l.
* +, -, x, ÷ to solve 1-step problems involving masses or volumes in same units.

-Unknown product (5g x 100 = ?)-Group size unknown (“How many in each group?” 4 x ? = 129kg or 129kg ÷ 4 = ?)-Number of groups unknown (“How many groups?” ? x 2L = 16L or 16L ÷ 2L = ?)**UNIT 15: Demonstrate Computational Fluency in Problem Solving – Culminating Unit**  * Focus on problem solving to demonstrate fluency with *adding/subtracting* within 1000.
* Focus on problem solving to demonstrate fluency with *multiplying/dividing* within 100.
* Write equations from word problems using letters to represent unknown quantities.
* Reasonableness of answers
* Problem types from Table 1 and 2 at end of Document
 |
| **DVMA: Units 1-3 Only** | **DVMA: Units 1-7 (emphasis on Units 4-7)** | **DVMA: None due to AIMS** | **DVMA: Units 1-14 (emphasis on Units 8-14)** |

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| **3rd Grade SCOPE AND SEQUENCE**(DVMA’s will be aligned to quarters…feel free to move ahead) |
| **1st QUARTER** |
| **UNIT 1: Exploring equal groups as a foundation for multiplication and division \*\* CC Standard Codes: 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.7*** Represent and solve problems involving multiplication and division

***\*\*This unit is not intended for memorization of facts, but making sense of them in a context, using visual models. Do Not introduce a # sentence or multiplication and/or division symbols until students have had many opportunities to develop the concept w/ objects. Symbols should not be used in isolation of visual models or context. Use equal groups and share vocabulary.**** Focus on 2’s, 5’s, 10’s, 3’s and 4’s in word problems
* Describe and interpret in a real world problem using equal groups, arrays, pictures, drawings, and equations.
* Use properties of operations emphasize the relationship between multiplication and division

*\*\*Conceptual understanding of the Zero and Identity Properties****\*\*This unit readdressed in Units 7,14*****UNIT 2: Develop Conceptual Understanding of Area \*\* CC Standard Codes: 3.OA.5, 3.MD.5a,b, 3.MD.6, 3.MD.7a*****\*\*DO NOT introduce AREA formula**** Explore the connections among counting tiles, skip counting the number of tiles in rows and columns and multiplying the side lengths of a rectangle to determine area
* Connect commutative property to multiplication using arrays
* Relate area to multiplication and addition (establish connection)
* Understand concepts of area measurement
* Measure areas by counting unit squares (cm, inches, feet, etc…)

***\*\*This unit readdressed in Units 9,12*****UNIT 3: Develop Strategies for Addition and Subtraction \*\* CC Standard Codes: 3.NBT.1, 3.NBT.2, 3.NBT.8*** Use place value understanding and properties of operations to perform multi-digit arithmetic.
* Round whole numbers to the nearest 10 or 100 to determine reasonableness of answers.
* Add and subtract to 1000 using a variety of strategies.
* Recognize perimeter as an attribute of plane figures and *distinguish between linear and area measures*.
* Solve real world and mathematical problems involving perimeters of polygons (with addition to 1000)
* Find perimeter given side lengths and unknown side length.
* DO NOT introduce perimeter formula in 3rd grade.

***\*\*This unit readdressed in Units 8,13,15******BEGIN* UNIT 4: Understanding Unit Fractions \*\*FRACTION KITS!! \*\* CC Standard Codes: 3.G.2, 3.NF.1, 3.NF.2****\*\*See next page for details** |
| **DVMA: Units 1-3 only** |

* Indicates main idea
* Indicates supporting idea

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| **3rd Grade SCOPE AND SEQUENCE**(DVMA’s will be aligned to quarters…feel free to move ahead) |
| **2nd Quarter** |
| **UNIT 4: Understanding Unit Fractions \*\*FRACTION KITS!! \*\* CC Standard Codes: 3.G.2, 3.NF.1, 3.NF.2*** Partition shapes into equal parts with equal areas (circles, squares, rectangles, and triangles)
* Express an equal part of each area as a unit fraction (one part of 4 equal parts is ¼ of the total area)
* Develop understanding of fractions as numbers.
* Decompose fractions between 0 and 1 into unit fractions with denominators 2,3,4,6, and 8.
* Understand that a fraction decomposes into equal parts.
* Represent a fraction 1/b on a number line, expressing it as partitioning the whole into equal parts.
* Limited to fractions between 0 and 1 with denominators 2,3,4,6, and 8.

**UNIT 5: Using Fractions in Measurement and Data \*\*FRACTION KITS!! \*\* CC Standard Codes: 3.NF.1, 3.NF.2, 3.MD.4*** Represent and interpret data with fractions
* Context is important to help students realize fractions represent data more accurately than with just whole numbers.
* Generate data by measuring lengths using rulers marked with halves and fourths of an inch. Show data by making a line plot with scale marked with appropriate units using *whole number, halves and quarters*.
* Extend fraction work from Unit 4 to fractions greater than 1.

\*\*Include converting between standard units of measurement (inch, ft, mile) (2008 only!)**UNIT 6: Solving Addition and Subtraction Problems Involving Measurement \*\* CC Standard Codes: 3.MD.1, 3.MD.2*** Develop a conceptual understanding of measuring mass, liquid volume, intervals of time and using measurement as a context for the development of fluency in addition and subtraction.
* Tell and write time to the nearest minute and measure time intervals in   minutes.
* Solve problems involving time using addition and subtraction using a number line.
* Develop a conceptual understanding of mass and liquid volume
* Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
* Add and subtract (no multiplication or division) to solve problems involving masses or volumes given in the same units.

 **UNIT 7: Understanding the relationship between multiplication and division \*\* CC Standard Codes: 3.OA.2, 3.OA.3, 3.OA.6, 3.OA.7*** Represent and solve problems involving multiplication and division of ALL numbers within 100 (extend from Unit 1)
* Multiplication strategies can be used to make sense of and solve division problems.
* Students build a solid foundation in solving problems with equal groups, arrays and area problem types.
* Use properties of operations emphasize the relationship between multiplication and division.

***\*\*This unit readdressed in Unit 15*** |
| **DVMA: Units 1-7 (emphasis on Units 4-7)** |

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| **3rd Grade SCOPE AND SEQUENCE**(DVMA’s will be aligned to quarters…feel free to move ahead) |
| **3rd Quarter** |
| **UNIT 8: Investigating Patterns in Number and Operations \*\* CC Standard Codes: 3.OA.8, 3.OA.9, 3.NBT.1, 3.NBT.3, 3.MD.3*****\*\*Begin to formatively assess fluency of multiplication and division facts.**** Identify patterns in the addition table or multiplication table and explain using properties of operations. *For example, observe that 4 times a number is always even and can be decomposed into two equal addends.*
* Any sum of two even numbers is even.; Any sum of two odd numbers is even.
* Any sum of an even number and an odd number is odd.
* The multiples of 4, 6, 8, and 10 are all even because they can all be decomposed into two equal groups.
* The doubles (2 addends the same) in an addition table fall on a diagonal while the doubles (multiples of 2) in a multiplication table fall on horizontal and vertical lines.
* The multiples of any number fall on a horizontal and a vertical line due to the commutative property.
* All the multiples of 5 end in a 0 or 5 while all the multiples of 10 end with 0. Every other multiple of 5 is a multiple of 10.
* Students also investigate a hundreds chart in search of addition and subtraction patterns. They record and organize all the different possible sums of a number and explain why the pattern makes sense.
* Solve 2-step word problems involving the four operations. (Do not need to write as an equation until a later unit)
* Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

-Extend previous understanding of estimation to include multiplying by 10. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (*e.g. 9x80, 5x60)* using strategies based on place value and properties of operations.* Understand the order in which to perform the operations based on the problem.
* Limited to problems posed with whole numbers and having whole number answers.
* Solve multi-step problems using data.
* Draw a scaled picture graph and 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. *For example, draw a bar graph in which each square might represent 5 pets.*

**UNIT 9: Developing Strategies for Multiplication and Division \*\* CC Standard Codes: 3.OA.5, 3.OA.7c,d*** Develop conceptual understanding of decomposing multiplication problems through the use of the distributive property and the concept of area.

Area = (2x2) + (1x2)* Recognize area as additive. Find areas of rectilinear figures (figures composed of many rectangles) by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
* Strategies for multiplication and division:
* Multiplication by zeros and ones
	+ Doubles (2s facts), Doubling twice (4s), Doubling three times (8s)
	+ Tens facts (relating to place value, 5 x 10 is 5 tens or 50)
	+ Five facts (half of tens)
	+ Skip counting (counting groups of \_\_ and knowing how many groups were counted)
	+ Square numbers (ex: 3 x 3)
	+ Nines (10 groups less one group, e.g., 9 x 3 is 10 groups of 3 minus one group of 3)
	+ Decomposing into known facts (6 x 7 is 6 x 6 plus one more group of 6)
	+ Turn-around facts (Commutative Property)
	+ Fact families (Ex: 6 x 4 = 24; 24 ÷ 6 = 4; 24 ÷ 4 = 6; 4 x 6 = 24)
	+ Missing factors

***CONT…*****UNIT 10: Understanding Equivalent Fraction \*\*FRACTION KITS!! \*\* CC Standard Codes: 3.NF.3a,b,c*** Develop conceptual understanding of equivalence. (*Comparing* fractions is *NOT* addressed in this unit.)
* Students should recognize that many fractions label the same point on a number line.
* Understand two fractions as equivalent if they are the same size or the same point on a number line.
* Recognize and generate equivalent fractions and explain why using a visual model.
* Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers (e.g. 3/1 = 3; 4/4=1; show on a number line).
* Limited to fractions with denominators 2,3,4,6, and 8.

**UNIT 11: Comparing Fractions by Reasoning About Their Size \*\*FRACTION KITS!!**  **Limited to denominators of 2,3,4,6, and 8 \*\* CC Standard Codes: 3.NF.3d*** 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 comparisons with the symbols >, =, or < and justify conclusions using a visual fraction model.
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| **DVMA: None due to AIMS** |

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| **3rd Grade SCOPE AND SEQUENCE**(DVMA’s will be aligned to quarters…feel free to move ahead) |
| **4th Quarter** |
| **UNIT 12: Solving Problems Involving Area \*\* CC Standard Codes: 3.OA.4, 3.OA.5, 3.MD.7*** Use area as a context to further develop multiplicative thinking.
* Students can explain *precisely* how an array relates to the area formula *A = l x w*
* Solve area problems by multiplying side lengths. (move away from solving area problems using an array)
* Solve for an unknown number in an area problem in related multiplication and division equations.
* Introduce Associative Property as a strategy (understand that 4x5 = 2x2x5 = 5x2x2)

*From 2008 Standards: Vertex edge graphs***UNIT 13: Solving Problems Involving Shapes \*\* CC Standard Codes: 3.MD.8, 3.G.1*** Distinguish between linear and area measures and examine their relationship.
* Explore rectangles with the same perimeter and different areas and with the same area and different perimeters
* Reason with shapes and their attributes
* Understand that shapes in different categories (rhombus, rectangles, and others) may share attributes (e.g. having 4 sides) and that the shared attributes can define a larger category (e.g. quadrilaterals). Draw examples of quadrilaterals that do not belong to any of these subcategories.
* Identify and draw triangles, quadrilaterals, pentagons and hexagons.

*From 2008 Standards: 3D shapes, attributes of solids, remember to include symmetry and congruence.***UNIT 14: Use Multiplication and Division to Solve Measurement Problems**  *\*Extension from Unit 6* **\*\* CC Standard Codes: 3.OA.3, 3.MD.2*** Develop a conceptual understanding of measuring mass, liquid volume, intervals of for the development of fluency in multiplication and division.
* Students identify 5 things that weigh 5 grams; 10 grams. (Students then determine if one item weight 5 grams, a box of 100 weighs about 500 grams.)
* Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
* Add, subtract, multiply or divide to solve 1-step problems involving masses or volumes given in the same units.

-Unknown product (A pencil weighs about 5grams. How much would a box of 100 pencils weigh? 5g x 100 = ?)-Group size unknown (“How many in each group?”) (A farmer has 4 bags of carrots. The total weight of the bags is 129kg. What is the weight of one bag? 4 x ? = 129kg or 129kg ÷ 4 = ?)-Number of groups unknown (“How many groups?”) (Jenny bought some bottles that had a total of 16 liters of soda. How many bottles did she buy if she each contained 2 Liters? ? x 2L = 16L or 16L ÷ 2L = ?)* Use problem types from Table 1 and Table 2 provided at the end of the full curriculum document

**UNIT 15: Demonstrate Computational Fluency in Problem Solving – Culminating Unit \*\* CC Standard Codes: 3.OA.3, 3.OA.7, 3.OA.8, 3.NBT.2** * Focus on problem solving to demonstrate fluency with adding and subtracting within 1000.
* Focus on problem solving to demonstrate fluency with multiplying and dividing within 100.
* Write equations from word problems using letters to represent unknown quantities.
* Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
* Know how to solve all problem types from Table 1 and Table 2 at the end of the curriculum document
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| **DVMA: Units 1-14 (emphasis on Units 8-14)** |

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| **3rd Grade RESOURCES** |
| **1st QUARTER SUGGESTED RESOURCES \*See last page for other Suggested Resources** |
| **UNIT 1: Exploring equal groups as a foundation for multiplication and division \*\*CC Standard Codes: 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.7** |
| **Target Goals** | **CONCEPTUAL Activities** **(Include links and comments)** | **Investigations****Units** | **enVision Lessons****\*REVIEW CCSS AND EXAMPLES AND ENSURE CONCEPTUAL IS TAUGHT FIRST\*** |
| * Represent and solve problems involving multiplication and division

***\*\*This unit is not intended for memorization of facts, but making sense of them in a context, using visual models. Do Not introduce a # sentence or multiplication and/or division symbols until students have many opportunities to develop concept w/ objects. Symbols should not be used in isolation of visual models or context. Use equal groups & share vocabulary.**** Focus on 2’s, 5’s, 10’s, 3’s and 4’s
* Describe and interpret in a context using equal groups, arrays, pictures, drawings, and equations.
* Use properties of operations emphasize the relationship between multiplication and division

***\*\*This unit readdressed in Units 7,14*** | [**Georgia Unit 2**](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit2FrameworkSE.pdf)One Hundred Hungry Ants! (page 13)What’s My Product? (page 15)Base Ten Multiplication (page 18)Field Day Blunder (page 22)Stamp Shortage (page 25)Sharing Pumpkin Seeds (page 28)[**K-5 Math Teaching Resource Center**](http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html)\*\*Scroll Down to standard codes 3.0A.1,2,3,7 for GREAT activities that support this Unit**Primary Version Level A pg 8** [**http://insidemathematics.org/problems-of-the-month/pom-partytime.pdf**](http://insidemathematics.org/problems-of-the-month/pom-partytime.pdf)**Level B, C & D pgs 4, 5, 6 Squirreling It Away**[**http://insidemathematics.org/problems-of-the-month/pom-squirrelingitaway.pdf**](http://insidemathematics.org/problems-of-the-month/pom-squirrelingitaway.pdf)**Solving problems with mult and div**<http://www.illustrativemathematics.org/illustrations/365> <http://www.illustrativemathematics.org/illustrations/262> <http://www.illustrativemathematics.org/illustrations/344> | **Unit 5**Sessions 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, & 3.4Ten Minute Math2.1, 2.2, 2.3, 2.4, 2.5, 2.6, & 3.4**Unit 8**Ten Minute Math 1.1, 1.2, 1.3, 1.4, & 1.5 | ***Start with Georgia Activities in column 2*****Topic 5** **(ALL LESSONS *EXCEPT 5-8*)****Topic 6***6-1, 6-2* ONLY!! (focus on concept not multiplication algorithm)**Topic 7**7-1, 7-3, 7-5 ONLY!!**Topic 8**8-1, 8-2 ONLY!! (focus on relationship between multiplication and division not the division algorithm) |

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| **3rd  Grade RESOURCES** |
| **1st QUARTER SUGGESTED RESOURCES** |
| **UNIT 2: Develop Conceptual Understanding of Area \*\* CC Standard Codes: 3.OA.5, 3.MD.5a,b, 3.MD.6, 3.MD.7a** |
| **Target Goals** | **CONCEPTUAL Activities** **(Include links and comments)** | **Investigations****Units** | **enVision Lessons****\*REVIEW CCSS AND EXAMPLES AND ENSURE CONCEPTUAL IS TAUGHT FIRST\*** |
| ***\*\*DO NOT introduce AREA formula**** Explore the connections among counting tiles, skip counting the number of tiles in rows and columns and multiplying the side lengths of a rectangle to determine area
* Connect commutative property to multiplication using arrays
* Relate area to multiplication and addition (establish connection)
* Understand concepts of area measurement
* Measure areas by counting unit squares (cm, inches, feet, etc…)

***\*\*This unit readdressed in Units 9,12*** | [**Georgia Unit 4**](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit4FrameworkSE.pdf)Cover Me (page 15)Fill Er’ Up (page 19)Same But Different (page 21)Count Me In (page 24)Array Challenge (page 37)[**K-5 Math Teaching Resource Center**](http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html)\*\*Scroll Down to standard codes 3.0A.5, 3.MD.5a,b, 3.MD.6,7a for GREAT activities that support this Unit**Area Lessons 1-7**<http://maccss.ncdpi.wikispaces.net/file/view/3rdGradeUnit.pdf/295313308/3rdGradeUnit.pdf>**Area Level A & B pg 3 & 4**<http://insidemathematics.org/problems-of-the-month/pom-surroundedandcovered.pdf>**Area**<http://www.illustrativemathematics.org/illustrations/1515><http://www.illustrativemathematics.org/illustrations/516> <http://www.illustrativemathematics.org/illustrations/1515> | **Unit 8****Ten Minute Math****3.1, 3.2, 3.3, & 3.4****Unit 4****Session 1.1, 2.1, 2.2, 2.3, 2.4,& 2.5** | **\*\*Focus on Georgia Units rather than envision!!!****Topic 16**16-5 (No area formula), 16-6a, 16-6b 16-6, ***ONLY!!*** |

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| **3rd  Grade RESOURCES**  |
| **1st QUARTER SUGGESTED RESOURCES** |
| **UNIT 3: Develop Strategies for Addition and Subtraction \*\* CC Standard Codes: 3.NBT.1, 3.NBT.2, 3.NBT.8** |
| **Target Goals** | **CONCEPTUAL Activities (Include links and comments)** | **Investigations****Units** | **enVision Lessons** |
| * Use place value understanding and properties of operations to perform multi-digit arithmetic.
* Round whole numbers to the nearest 10 or 100 to determine reasonableness of answers.
* Add and subtract to 1000 using a variety of strategies.
* Recognize perimeter as an attribute of plane figures and *distinguish between linear and area measures*.
* Solve real world and mathematical problems involving perimeters of polygons (with addition to 1000)
* Find perimeter given side lengths and unknown side length.
* DO NOT introduce perimeter formula in 3rd grade.

***\*\*This unit readdressed in Units 8,13,15*** | [**Georgia Unit 1**](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit1FrameworkSE.pdf)Island Hop (page 15)Shake, Rattle, & Roll (page 19)The Great Round Up! (page 25)Mental Mathematics (page 28)Let’s Learn About Addition and Subtraction (page 46)The Power of Properties (page 50)Take Down! (page 55)Happy to Eat Healthy (page 58)Field Day fun (page 66)I Have a Story, You have a Story (page 71)[**Georgia Unit 7(Perimeter)**](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit7FrameworkSE.pdf)The Fence or the Yard Page 32Pentomino Perimeters Page 35Rectangles Rule Page 41How Big Is a Desk? Page 44Guess Who’s Coming to Dinner? Page 51[**K-5 Math Teaching Resource Center**](http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html)\*\*Scroll Down to standard codes 3.NBT.1,2,8 for GREAT activities that support this Unit<http://www.illustrativemathematics.org/illustrations/745> rounding<http://www.illustrativemathematics.org/illustrations/1315>  Part a for this unit...b-d with unit 8**Addition and Subtraction should not be taught with regrouping or using algorithms*****TEACHER REFERENCES:*****See Common Core Flip Book**[**http://www.azed.gov/azcommoncore/mathstandards/3-5math/**](http://www.azed.gov/azcommoncore/mathstandards/3-5math/)[**http://investigations.terc.edu/library/curric-gl/sample\_g3\_smh\_p32-35.pdf**](http://investigations.terc.edu/library/curric-gl/sample_g3_smh_p32-35.pdf)[**http://www.hermantown.k12.mn.us/staff\_directory/Mark\_Ostaseski/documents/SubtractionStrategies.pdf**](http://www.hermantown.k12.mn.us/staff_directory/Mark_Ostaseski/documents/SubtractionStrategies.pdf) | **Unit 1****Session** 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, & 2.7**Ten Minute Math**1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, & 2.8**Unit 2****Session** 1.7 & 1.8**Ten Minute Math**1,1 & 1.2**Unit 3****Session** 4.1, 4.2, 4.3, 4.4, & 4.5**Unit 8****Sessions** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, & 3.8**Unit 9****Ten Minute Math**1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, & 2.3**-------------****Unit 4****Session** 1.2, 1.4, & 1.5 | **Topic 2 (Addition)**2-4 (Rounding), 2-5 (Estimating), 2-7a, 2-8, 2-9 ONLY!!**Topic 3 (Subtraction Number Sense)**3-3, 3-4, 3-5 ONLY!!**Topic 4 (Subtraction)**4-1a, 4-3a, 4-3a, 4-3, 4-4, 4-5, 4-6, 4-1a ONLY!!**Topic 16 (Perimeter ONLY)**16-1, 16-2, 16-2a, 16-3, 16-4 (Independent Practice Problems 4 & 10 – solve for unknown side) |

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| **3rd Grade RESOURCES**  |
| **2nd QUARTER SUGGESTED RESOURCES** |
| **UNIT 4: Understanding Unit Fractions \*\*FRACTION KITS!! \*\* CC Standard Codes: 3.G.2, 3.NF.1, 3.NF.2a** |
| **Target Goals** | **CONCEPTUAL Activities****(Include links and comments)** | **Investigations****Units** | **enVision Lessons** |
| * Partition shapes into equal parts with equal areas
* Express an equal part of each area as a unit fraction (one part of 4 equal parts is ¼ of the total area)
* Develop understanding of fractions as numbers.
* Decompose fractions between 0 and 1 into unit fractions with denominators 2,3,4,6, and 8.
* Understand that a fraction decomposes into equal parts.
* Represent a fraction 1/b on a number line, expressing it as partitioning the whole into equal parts.
* Limited to fractions between 0 and 1 with denominators 2,3,4,6, and 8.
 | **Go to portal (Math section) for video on how to make Fraction Strips**As you develop fractions use other shapes (circles, squares) to show parts of a whole.[**Georgia Unit 5**](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit5FrameworkSE.pdf)Pattern Block Fractions (page 65)How Many Different Ways Can You Find? (page 70)Picture Pie (page 73)I Have, Who Has? (page 83)Creating A Geometry Book (page 91)Choice Board (page 95)[**Georgia Unit 6**](https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit6FrameworkSE.pdf)Exploring Fractions (page 10)Pattern Block Fractions Revisited (page 27)Make a Hexagon (page 31)Using Fraction Strips to Explore the Number Line (page 23)[**K-5 Math Teaching Resource Center**](http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html)\*\*Scroll Down to standard codes 3.G.2, 3.NF.1,2a for GREAT activities that support this Unit**Fractions w/ area**<http://www.illustrativemathematics.org/illustrations/1502> <http://www.illustrativemathematics.org/illustrations/833>   <http://www.illustrativemathematics.org/illustrations/171> (number line) <http://www.illustrativemathematics.org/illustrations/169>  (number line) <http://www.illustrativemathematics.org/illustrations/1129>  (number line) <http://www.illustrativemathematics.org/illustrations/1350>  (number line) <http://www.illustrativemathematics.org/illustrations/170>  (number line) <http://www.illustrativemathematics.org/illustrations/1352>  (number line) <http://www.illustrativemathematics.org/illustrations/168>  (number line) <http://www.illustrativemathematics.org/illustrations/172>3.G.2<http://www.k-5mathteachingresources.com/3rd-grade-geometry.html>Geoboard fourthsCongruent eighthsFractions with color tiles**OTHER RESOURCES****Common Core Flip Book**[**http://www.azed.gov/azcommoncore/mathstandards/3-5math/**](http://www.azed.gov/azcommoncore/mathstandards/3-5math/)**These are very large units and not recommended to print in entirety. Pick and choose tasks that align to what you are teaching.****A unit with Common Core aligned tasks (this one is OA standards)** [**http://schools.nyc.gov/NR/rdonlyres/0ACC1E30-0BB7-42AC-93D7-7CE7B83E0136/0/NYCDOEG3MathCookieDough\_Final.pdf**](http://schools.nyc.gov/NR/rdonlyres/0ACC1E30-0BB7-42AC-93D7-7CE7B83E0136/0/NYCDOEG3MathCookieDough_Final.pdf)**Math Common Core Resource**[**https://sites.google.com/a/bryantschools.org/math-common-core-resource-site/home-1/3rd-grade**](https://sites.google.com/a/bryantschools.org/math-common-core-resource-site/home-1/3rd-grade)**Engage New York- Fractions**[**http://www.engageny.org/sites/default/files/resource/attachments/g3-m5-full-module.pdf**](http://www.engageny.org/sites/default/files/resource/attachments/g3-m5-full-module.pdf)**Engage New York- Multiplication**[**http://www.engageny.org/sites/default/files/resource/attachments/math-g3-m1-full-module.pdf**](http://www.engageny.org/sites/default/files/resource/attachments/math-g3-m1-full-module.pdf) | **Unit 7****Session 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, & 2.4** | ***\*\*Use Georgia activities for great support of standards!!*****Topic 12**12-1, **12-2a**, 12-2, 12-3, 12-7**Topic 16**16-7d |